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FATIGUE.*

ALL systems of training teachers now-a-days, contain probably provision for their instruction in hygiene. Some portion of this knowledge may, it is quite possible, be partly or entirely useless to them. For example, considerations of elevation and soil, though generalizations may be made about them, are so largely a question of local conditions, that the mere pedagogue in search of a site is well advised to take counsel with experts who have studied the particular locality. Again, a knowledge of the best methods of building, of sanitation, of ventilation, protection against fire, and so forth, may have a certain utility for the schoolmaster or mistress. If he possess it he is not so liable to be deceived. Yet in these matters, the teacher is seldom free: he is partly in the hands of Councils, and more largely at the mercy of architects and sanitary associations, so that the knowledge he may possess is not always effective. In the matter of internal colouring, decoration and general arrangement, the master or mistress may be given a freer hand; hygienic considerations and knowledge concerning these may prove of great value. But there is one region where the teacher is supreme. When the Council has ceased planning, and the

architect drawing, and the work has ceased from the perpetration of the noise and mess they can create while they are building then comes his turn. With the children, he is free. It is he who plans their work, it is he who is responsible for their work and play it is here that his knowledge of hygiene will be of supreme value to him, his ignorance of it injurious to himself, deplorable for the children committed to his charge.

It is perhaps not an exaggeration to say that much which passes for school hygiene is largely a matter of very loose observation. There is a little fact and a great deal of fancy about it: and for some of the facts, which are facts indeed, there has been, hitherto too little scientific basis; a most unsatisfactory state for truth to find herself in.

A book appeared in English dress, during 1904, which ought to give many teachers a great deal of matter for thought and reflection. It was a translation of a book on *Fatigue* written by Professor Mosso who occupies the chair of Physiology in the University of Turin. The opening chapters deal with his experiments on birds (pigeons and migratory birds) and animals, as he set himself to observe the causes and signs of fatigue in them. Then follows a chapter, explaining for those who are not physiologists the nature of cerebral and muscular fatigue. Then, in Chapter

* By Professor Mosso. Translated by M. and W. B. Drummond. Published by Sonnenschein, 4/6.

Professor Mosso describes the construction and use of his machine which he calls the *ergograph*. To quote his own words p. 83:—"I have first of all sought to construct an instrument which would measure exactly the mechanical work of the muscles of man and the changes which, as the effect of fatigue, may be produced during the work of the muscles themselves." For information of readers must go to the book itself.

In the next chapter, Professor Mosso corrects a popular error by producing information which he has obtained by experiments. As he says p. 104:—"Fatigue is a chemical process." It is not due only to a deficit, to the fact that force has been used up, and that reparation of tissue is necessary: it is due, according to Professor Mosso, to the fact that p. 105, "the muscles," during work, produce "noxious substances which 'little by little interfere with contraction.'" After examination of other theories accounting, or attempting to account for fatigue, he writes, pp. 118, 119:—"I have now given a rapid glance at the toxic substances which are produced in the organism. They are not so much poisons as dross and impurities arising from the chemical processes of cellular life that are normally burned up by the oxygen of the blood, destroyed in the liver, or excreted by the kidneys. In these waste products accumulate in the blood, we feel fatigued: when this amount passes the physiological limit, we become ill."

"Thus is our conception of fatigue widened. It is a process which, as we examine it, seems ever to become more complicated. Meantime, we know that fatigue is not produced merely by the lack of certain substances which are consumed during exertion, but that

"it depends also in fact upon the presence of 'new substances due to decomposition within the organism.'" Professor Mosso goes on to point out that, to some extent, fatigue can be controlled; as he says, p. 121, "exercise and habit enable men to resist fatigue both of brain and muscle." Work, to which a man is used, will not fatigue him so much as a new sort of work which he does not know how to undertake. And Professor Mosso has comfort to offer to those whom nature has not made strikingly robust. "Medical men," he observes, p. 124, "call those people *neurasthenics* who quickly exhaust the energy of their nervous centres, and who are slow in repairing the loss of that energy. We shall see in the sequel that there have been *neurasthenics* who, in spite of the frailty of their nervous system, have produced immortal works in science and art. For example, I cite the name of Charles Darwin."

Reflection will show that Professor Mosso is right here, robust health is not the necessary condition of brilliant achievement: and in humbler walks of life, the greatest amount of work is not seldom produced by those, who, if we judge *a priori*, have received from nature even less than the average modicum of strength.

Interesting as all this is, it is in the later part of the book that the educationalist will find the most valuable material. Chapter X, for instance, deals with observations of changes which occur in the organism during intellectual effort; such as increase of temperature, alteration of the pulse, diminution of muscular force. One passage in particular may be quoted from this chapter, p. 280:—"Cerebral fatigue diminishes the force of the muscles, and with the *ergograph* we measure this phenomenon with exactitude"

"The exhaustion is two-fold, central and peripheral. This explains why after brain fatigue 'one feels one's energy exhausted by the slightest movement, and why every obstacle which we have to overcome seems to have grown more serious. In these circumstances, violent exercises should be avoided, because they are injurious It is therefore a physiological error to interrupt lessons to make children do gymnastics in the hope that this may diminish brain fatigue. To restore the forces of the organism when exhausted by intellectual labour there is no remedy other than immobility and letting one's thoughts wander. When we force the nervous system to muscular after cerebral effort, we find the muscles less fit for work; and we add to the cerebral fatigue another fatigue, which, as we shall see later, is of the same nature and is equally harmful to the nervous system. The best way to rest is to sit still and think of nothing, and to let children play about and amuse themselves in the open air."

For adults, this may be difficult advice to follow, since it is not easy to "think of nothing": but children of normal healthiness have a great capacity for playing about in such a fashion that they really recreate themselves.

The school game now is often so highly organized as to cease to be recreation at all; and worse still, it is often—as a few carefully observant teachers have maintained, though only as voices crying in the wilderness—out a new form of fatigue added to that induced in the school-room. Some overhauling of timetables is necessary in not a few schools, if fatigue, in the scientific sense, is to be avoided.

Some educationalists have drawn down the

scorn of the robust upon their heads by arguing that schools should be built in *quiet* places. Dr. Newsholme, in his *School Hygiene* pleads this on the ground that *occasional* noises distract attention, and that continuous sound exhausts the nervous system. Professor Mosso shows that this is wise counsel, for, by experiment, he has proved that the brain responds more quickly to an external stimulus (say of touch or hearing) when silence reigns than it does when the stimulus is applied in noise.

Then there is another interesting fact to which he draws attention; it is well to put it in his own words, p. 151:—"The consumption of our body does not increase in proportion to the work done. If I do a unit of work, I cannot say that I shall have a unit of fatigue; nor that if I do twice or thrice the amount of work, I shall have twice or thrice the amount of fatigue."

Of course, if this were not true, if it were the fact that units of fatigue corresponded with mathematical precision to units of achievement, then the drawing up of school timetables would be an easier task than it is. But Professor Mosso quotes from Dr. Maggiora a piece of experience which may lighten even this difficult duty:—"Work done by a muscle already fatigued acts 'on that muscle in a more harmful manner than a heavier task performed under normal conditions.'" This suggests to us the necessity for intervals of rest during which the muscles and nerves may repair themselves. And it also suggests that these intervals should be fairly frequent. He goes on to show that the period of repose required cannot be measured proportionally by the increase or diminution of the work done.

It is impossible in a brief space to do anything like justice to his treatment of this part

of the problem, with which he deals under the title of *The Law of Exhaustion*. The whole chapter must be read. And what is true of this chapter is true of the whole book: it should be read in its entirety. The conclusions rest so intimately upon the experiments performed and the experiments are so many and varied, that a false appearance of empiricism is given to the former when they are, as in this brief review, divorced from the latter. If enough has been said to induce teachers to read the book, then everything to be desired has been achieved.

GERALDINE HODGSON.

THE RESIDENTIAL SYSTEM IN SCHOOLS AND COLLEGES.

ONE of the chief reforms pressed by the Government and the Universities as the result of the recommendations of the Universities Commission and Departmental Conferences is that lodgings and messes should be provided for students by every school and college preparing them for University education, within their premises and under the superintendence of a residential Headmaster or Principal. Many advantages are claimed in support of this reform and there is no doubt that under the modern conditions of collective teaching in large cities, there is much to recommend the Residential System.

In large cities where house-rents are growing high day by day, the under-graduate who is often a poor man cannot find even comfortable accommodation with the means at his disposal with the result that he is obliged to go into unhealthy quarters—far removed from colleges, lacking ordinary conveniences and hemmed in by unwholesome influences. His lodgings are in a particular quarter, his mess-

house in another and the college in a third, all distant from one another and entailing considerable worry and waste of time; not to speak of the surrounding distractions to his study, discomforts to the body and temptations to the mind. Surely the Residential System contemplated to be introduced into colleges must be a great boon to such of these under-graduates as have to live far away from home, if only it meant the removal of the difficulties which harass him at present.

But the advocates of this piece of reform do not take their stand on the above stated grounds alone. They claim great positive advantages hitherto not enjoyed by Indian students. It has been pointed out to us that University education has not produced the best results even after a trial of half a century because its methods have been halting and defective. Reformers say that it is a myth to suppose that there is something like University education which is characteristically Indian, and there is no disguising the fact that the existing Universities in India are mere exotics and decidedly Western in their inception, control and studies. They urge that in order that the English Universities in India should be able to produce as good results as in England they must every inch imitate English methods. Not only must the course of studies be as in English Universities, but the whole system must be English—the Professors must be Englishmen, the residential system must be enforced, and the atmosphere must breathe English influence. Only one exception is tolerated, and that is, the students need not be English youths.

While we sympathise with the English reformers who have been driven to the thorough Anglicisation of the Indian University education in utter despair, and thanking

them at the same time for their sincerity of endeavour, we cannot but pity their narrowness of vision, their arrogant claim of great merit for their system, and their ignorance of the patent fact that India is not and cannot become England. But after all is there any reasonable ground for the condemnation of the past system and our unwarranted self-accusation? Neither the Professors of the Universities nor their products need in any way be ashamed of their performance in the past. Both have been doing their duties assiduously and against very great difficulties. To judge of Indian performance by European standards is the only serious mistake. University life in India must essentially differ from what it is in the West. A homogeneous population and a national feeling are the first requisites in any country for progress in any direction and especially so for a University life of organic growth and strong vitality. Merely to transplant a system to a foreign soil is to make it die or decay. An adaptation is necessary throughout. Professors must be recruited both from England and India, courses of study must be both Indian and foreign, and the Residential System must be of slow and steady growth.

Further, it is strongly urged that so far as is practicable Englishmen should be resident superintendents. While we would welcome every proposal that would bring the students and Professors into closer social contact, we must emphatically denounce the insidious suggestion that Englishmen are better qualified to superintend students' messes, lodgings and private life, moral and spiritual. Englishmen, however sympathetic, cannot understand Indian life and aspiration. Their superintendence will affect Indian character and spiritual beliefs in many ways. In colle-

ges which are purely secular the English superintendent, if he does not identify himself with the students in all their national and other aspirations, is apt to lord it over them, and the students would either humble themselves too low to be self-reliant and self-respecting or entertain unpleasant race feelings. The object to aim at is not to make an Englishman of an Indian, but a cultured Indian of an uncultured. Although there are broad facts of ethics and social morals common to both Indian and Englishman alike, yet on some matters there is bound to be a diversity of views. Hence the proper course would be to allow of a combination of Indian and European supervision in this matter of residence.

In denominational colleges, the evils of appointing a Missionary superintendent will be of such a nature as to cause anxiety to parents and the Government alike. So long as the bulk of the students in such Mission schools and colleges remain non-Christian, the Residential System if worked by aggressive, though sincere and pious, Missionaries is bound to create suspicion, hatred and religious strifes of a formidable nature. The real object of the Missionary is to get converts to his faith, and education is simply a bait thrown out to have a heavy shoal. There have been cases when Hindu students, resident within the walls of a Christian college were not permitted to join the procession of Hindu gods during nights after the usual hour for going to bed. Missionaries have been found to drag immature students into theological controversy, caricature all that is holy and dear to the Hindu, browbeat by specious arguments, the young uninformed boy's defence and exult in triumph over the success achieved against the schoolboy's argument, when not dropped out of ignorance or deference

to the superior position of the teacher. Colleges there are in which it is a prudent policy on the part of a student not to press his arguments against a teacher when the latter takes undue liberties in religious controversy, for fear of being refused the usual term certificate. In any other country or at any other time in India, these Missionaries would have provoked serious and even dangerous opposition. But in India the Missionary is not merely a missionary, he belongs to the ruling nation. The Government professes to hold the balance even by proclaiming that it is pledged to religious neutrality. But the neutrality is very curiously interpreted. If the moral as well as the material welfare of large sections of people be the proper care of a civilised Government, and if the people owing to altered conditions, dissensions and incapacity are unable to manage their old institutions, can the Government excuse itself from coming to their help and leave them alone merely on the score of religious neutrality? If a house is on fire, can an able-bodied man who could help to extinguish it, excuse himself on the score that he has taken a vow not to enter another man's house?

An argument seriously advanced by the authorities is that the Hindus need not attend these Mission colleges if they abhor them and their methods. No doubt they are to blame to a certain extent. But so long as human nature is what it is, can it be expected that poverty will withstand the temptations of cheap fees and other secular advantages which Mission institutions are able to offer by their organisation and support? If the answer be that it cannot, then any Government that fails to provide a sufficient number of schools and colleges of a neutral or secular character

before the people are able to help themselves is in our humble opinion guilty of the sin of omission.

After all, is the Residential System so very useful and positively advantageous as to merit all the high encomiums lavished on it by its votaries? In the European countries where it has had its origin and has continued until now, has it been an unmixed good? If we examine its origin, we find that what laid the foundation of residences and boarding-houses was, not the intrinsic positive merit of the system as affording the social advantages of University life, but the negative merit of affording a safe retreat amidst the unsettled political atmosphere. In an age disturbed by continual wars and unprovided with a regular police, what a good fortune it must have seemed to find in large and well provided cities under the protection and safeguard of public authorities, retreats, asylums, where studies might be pursued unmolested? Then centuries after, owing to the political power gradually acquired by these universities, they came to be considered valuable more for the social advantages of residence and corporate life for the future politicians than for any very great educational facilities. To-day the complaint is that residential schools and colleges make too much of games and social life and attend too little to studies. We learn that in the Middle Ages this corporate life was a source of great disturbance and anxiety to the public and the municipalities. The relatively advanced age of many of the students, the isolation which made for independence, the remoteness of their families—all this tended to develop the tendency to disorder, the turbulent humour natural to youth, the quarrelsome disposition which often displayed itself in actual riots. And if corpo-

rate life be productive of some good, it also lends itself easily to evil. The case of the Irish students' behaviour towards the University authorities is in point. We may also instance the action of the Russian Universities' students in fanning the flame of riots and disturbances that are now the grave concern of the Czar. Here in India although the political atmosphere is pretty calm, the racial and religious differences are of such magnitude as not to warrant the shutting up of students in different hostels wearing their caste labels and pre-eminently lending themselves to caste disputes and religious strifes.

Let us now examine the merit of the system from another point of view, viz., that of physical purity and moral character. If the scathing remarks levelled against the Calcutta students by a University Professor who was deputed to report on messes could be proved to be true, then the advocates of the Residential System would have the best claim to be heard on this account alone if for no other reason. But we believe the accusations have been disproved by a committee of Indian gentlemen of attainments and character interested in the moral welfare of their youths. We would ask the reformers whether the accusations against non-residents as regards looseness of morals could not be proved to the same extent as, if not more than against resident-students. Everywhere youth is youth and irregularities in the morals of some of the under-graduates must be the general feature of all universities even at the present day as they were in the Middle Ages, and not less so in colleges of a monastic order manned by celibates.

Again, wherever boys live together in lodgings, teachers who have to superintend know well that a considerable number of students

acquire certain unmentionable vices. It is very difficult to stop this kind of physical impurity although a teacher leaving off all delicacies of sentiment may cry himself hoarse by a great amount of lecturing, private talk and free distribution of books. The fact is that students are away from the wholesome influences of family life, and nothing can take its place.

Examined from every standpoint, we are unable to discover the extraordinary superiority of the Residential over the natural system. On the other hand we are afraid that the the Residential System will be very costly, create class differences, stir up religious strife and race feelings, unfit students to take their due place in Indian society. Our object is not to cry down the system, but guard against the evils which seem to follow in its train. We would strongly deprecate the advocacy of one-college-one-mess system as narrow and mischievous. An inter-collegiate hostel superintended neither by a Missionary nor by an European but by Indian Professors chosen by every college or groups of colleges and open to public visit and control, that is the thing wanted at present in India. In conclusion we emphatically protest against any attempt being made to destroy the free corporation of students managed by themselves and convert the colleges into so many "jails full of young captives."

PLAIN SPEECH.

WHAT IS PEDAGOGY?

The Greek pedagogue, from whom the term pedagogy was derived, led the boy, and from school, and was his keeper rather than his teacher. The word has expanded from its etymological

* Introductory lecture by G. Stanley Hall, to the popular Saturday courses, given at Clark University, Saturday, September 30, 1905.

meaning and is a general designation for the art of teaching. Twenty years ago the term was not held in honor in academic circles and others were preferred. Years ago a classical professor in a vivacious article declared that, in his mind, it was associated with pettifoggery and was a word that he always tried to avoid, and thought its connotations vulgar. In many minds it is still associated with teaching in the primary grades and for college and university work had little meaning. In the designation of academic chairs the term "Education" was preferred and if pedagogy had a place, it was thought to be chiefly in the normal schools. Its respectability and its scope, however, have steadily increased in recent years, till I think we may fairly say it should now include both didactics or the methods of teaching or imparting knowledge or instruction generally on the one hand—all those processes by which information is given—and on the other, education or development from within outward. Thus we may properly speak of the educational value of all instruction, and we are coming to see this varies much for different subjects of the curriculum. Education is more humanistic and evolutionary, and aims to unfold all the powers of the individual to their maximal maturity and strength, and is essentially cultural; while teaching, learning, and didactics generally consist in transmitting knowledge by the most economic and effective means from those older and wiser to those younger and more ignorant. The soundness of an educational system depends upon its educational value and, in our department, the great danger is that impartation will take precedence. The third section of our field may be called drill or discipline. This is essentially practice in habituation and in facilitating and reducing the time in which the mind handles the noetic material given to it. This we can impart as pressure or training even to animals and idiots for whom we cannot do much that can properly be called education. The term "teaching" means building into, and applies more to acquisition than to

development. Influence involves more commonly the personality of the teacher, while suggestion is penumbral or marginal, and includes not only conscious hints but unconscious stimuli. Thus I would reserve for pedagogy the wider connotation of all these influences.

The condition of pedagogy in this land and elsewhere is far from satisfactory, but is slowly and surely improving. In the German universities, philologists have for several generations had seminars of a more or less pedagogic character, designed, along with the impartation of knowledge, to make the teaching of the candidates for positions in classics more effective. Professors of both Catholic and Protestant theology, representatives of different systems of philosophy, and occasionally others have given pedagogic courses with the primary object of indoctrination and of inclining future teachers toward their several points of view. To-day in all Germany I can find but two or three professors whose chief work is pedagogy, and I doubt if in this country we should be satisfied with their work. It certainly does not compare favorably in intellectual standards with that found in the other departments. Histories of certain fields, grades or periods of education that are monuments of erudition, have been written by historians and others. Several normal, gymnasia and other teachers have occasionally given courses in the university, one or two of whom have never themselves taken an academic degree. Their work usually concerns itself with lower grades, and neither their colleagues nor the cultus ministry would favor the treatment of university policies with academic freedom. In the higher institutions of Great Britain, little or nothing has been done, and the same is true in France. The best educational work on the continent is done, for the most part, by representatives of the secondary schools, especially in the German normal schools, where sometimes the history of education is taught with very great effectiveness, and is chiefly relied upon to give an *esprit de corps* to young teachers.

and to make them respect their vocation. Much of the best pedagogic literature in Europe is by the inspectors and supervisors, while school physicians, and occasionally literary men have made contributions of value. The best journals in Germany are very specialized and there is no such central organ as the *Revue Pédagogique*, and in England periodic literature on the subject is still more inadequate. In this country, until recent years, almost no academic work has been done. Professor Payne in Michigan, was almost the pioneer. College and university presidents took no interest and some were actively opposed to the introduction of such a department. Authorities have been singularly without concern for the interests of their own graduates. In some institutions where a third of them teach for a time, there has never been anything in the courses that was designed to help them. This is sometimes due to apathy and sometimes to suspicion, sometimes to prejudice, sometimes to all combined. This neglect, especially in the girls' colleges and in institutions, seems to me almost reprehensible. The chief motive, however, that has stimulated the foundation of so many departments of education under various names in American colleges and universities within the last few years, has been the recruiting service it is hoped they may render in making easy and broad the way from high and preparatory schools to entrance classes. Many of these recent appointees are essentially recruiting officers of the institution and spend a good part of the year in visiting preparatory schools, seeking to find places for graduates of the college on the one hand, and on the other, to co-ordinate entrance requirements and high school curricula. A modicum of their time and energy is given in the institution to those intending to teach. With these limits of course very little can be done and that is mostly for high school work, because this is most nearly connected with the interests of the institution. In this work very great stress is often laid upon those matters pertaining to co-ordination of high

school and college work. Sometimes conferences for teachers are held after school hours or on Saturday. In a few institutions, genuine and disinterested service to the public school system is earnestly sought but all this work carries great handicaps—now in the meagre time that can be devoted to it, now in the qualification of the instructors who are sometimes ex-school officers or those who would prefer to teach other subjects, and perhaps do so, in part. The well trained academic professors, devoted heartily to pedagogy as a department, as well trained for their work as those in others, are very few. College presidents here would not favor teaching the history of higher education, or discussing academic questions, nor the advocacy of any methods disapproved by any large number of fitting teachers, so that the conditions, although steadily improving, are still very far from satisfactory, and we often hear in educational addresses from presidents and professors amplifications and illustrations of the fact that education is neither a profession nor a science.

We lack, but greatly need, three things.

I. A history of the philosophy of education. Plato, Aristotle, Bacon, Locke, Kant, Hegel, Herbart, Comte, Lotze, Bain, Herbert Spencer, and many others have attempted to lay down fundamental principles as to the goal and means of education and to give it a scientific character. These theories are each partial and, alone, inadequate. They are usually based upon a theory of human mind, of nature, of society, or all of them, and appeal to far higher faculties, and give the subject a greater dignity than it yet had. Nor are these topics treated in a way hardly worthy of mention by the histories of education. I think it a matter of congratulation that a former member of this institution, who began the subject as his dissertation five years ago, has left his chair in another university for a year to go abroad and finish a greatly-to-be-desired text-book in this subject.

II. Secondly, we lack a history of education.

There are, of course, plenty of manuals in the various languages, but they deal almost entirely with the lower grades, and none of them include academic work, the history of universities or learned societies, all of which are themes full of interest and even inspiration. This water-tight compartment between the higher and lower stages of education has operated greatly to the disadvantage of pedagogy. School men have little sympathy with academic history and spirit because they have little knowledge of it, and the converse is true perhaps in even greater degree. This is truer in the East than in the West. Where can be found material which is of greater intrinsic humanistic interest or importance or is itself a higher educational value than the story of the foundation and organisation of the great universities in the middle ages, from Salerno down, as they were, founded mostly in groups to express or secure some great cultural good it was believed mankind had attained? All of these great movements were profoundly affected and very often directly inspired by one or more of the scores of learned but always more or less secret societies which were founded in the various lands to keep alive the love of truth and to secure freedom of thought and investigation. Spiritual and temporal powers were sometimes opposed, and sometimes competed in this great work, and the development of popular schools is given a larger background and a broader mental horizon when treated from this higher standpoint. So, too, religious education has a history of its own which should be included in this field.

III. Third, we have no handbook which even attempts to summarize the results of the very special and more scientific studies made in particular fields. For instance, the psychophysics of the act of reading with adults, and the processes involved in its acquisition by children, have been made a subject of extensive researches which are fraught with weighty economic lessons for the school teacher. School geography has hardly yet made contact with the scientific geogra-

phy of academic circles. For number work, the summarization of various memoirs and the harmonization of different partial standpoints is greatly needed. The high school teachers of history, despite their associations with university men, have never been made acquainted with the goal and methods of the great historiographers, with their different standpoints, schools, aims and methods. Nature study has undergone a radical transformation. Writing has been experimented on, but by those whose dominant interest was in the psychological laboratory, not in the school-room. We are greatly in need, therefore, of brief monographic treatments of each of the school subjects by authors capable of compiling practical results from various fields and languages, and all need to be brought between two covers for the benefit of teachers.

Let me now pass to a different aspect of this department. As it lies in my mind I should divide it into about six different fields, each of which ought to be represented, and, indeed, in some great ideal institution would be represented, by a professor who gave his entire time to it, for the field is large. You may say, therefore, if you please, that I am trying to describe an ideal academic department of pedagogy such as nowhere yet exists. In this I would have—

I. The history of education treated broadly, as I have above suggested, in a way that would put Quick, Gill, Compayré, Schmidt, and the rest to shame, because of its scope. It ought to comprise an account of all the great endeavours of mankind to facilitate the impartation of knowledge and of virtue from higher to lower intellectual levels. It should have range enough to include all the great agencies from the kindergarten to the learned academy, to recent correspondence schools and industrial work, to the agencies by which religious and classical culture were imparted in the preceding centuries. It ought especially to have pregnant, meaty chapters on education in China, among the ancient Hebrews, in India, and be strong in ancient Greece

and Rome; to teach something on the great work of the rabbis in the Middle Ages and I would have a careful chapter on primitive education as illustrated in savage races, past and present, a theme full of suggestiveness. The work I have in mind should be pretty well purged of the lumber of learning, should not deal much with critical questions, but should, above all, be edifying. This, I do think is not so ideal as to be impossible. On the contrary, a well-trained young man who would work under competent direction and with the aids now available could, I believe, in two or three years, very nearly attain the goal I have in mind.

II. We need a didactics composed of one chapter for each of the leading topics taught in institutions of all grades. It need not be as freighted with literature or with details as Diesterweg who is essentially superseded, but should include the utilization of the special researches above referred to; should also briefly discuss the educational value of each topic. We should be told something of what astronomy can do for the high school and the college pupil respectively, and how to secure the best results with reference and criticism to the best few topics only. So of the teaching of botany. We have a copious literature on plant names and plant lore as found among children. What, if any, is the pedagogical utilization of this new material? Much, too, has been written about feelings toward plants, flowers and trees. How should this be correlated with the utility cult so ably represented by my colleague, Professor Hodge? So of anthropology; has it not some place between geography in the lower grades and the university? What of the efforts within recent years to teach evolution in the schools without mentioning the name; that is, of having a text that should briefly resume the development history of the world as known, avoiding disputed questions and undue interest on missing links, etc. So of the three R's, mathematics, geology, chemistry. Each of these needs to be treated in a broad cultural way

far above the range of the petty pedagogy made up of theories and definitions and abstractions which give the conceit of knowledge while taking away its substance. It need hardly be said that the various types of agricultural and other industrial occupations should be described in detail as actually installed not only in this country but elsewhere.

III. Organization. Here should be treated the construction of school boards according to existing and ideal methods, and everything comparatively in different lands. The pupil should be familiar with devices "made in Germany and France," the financial administration of schools in detail, school discipline, punishments, the training, tenure of office, position of teacher, functions of superintendents, supervisors, inspectors, of teachers' associations, meetings, the agencies for their further self-education.

IV. Schools hygiene. Perhaps the greatest word in all the vocabulary of education is health in its etymological sense of wholeness, holiness, completeness. But now we have so much done in this field that it may be said to have pervaded almost everything. The school doctor and his functions, school diseases, their prevention and obviation, tests for the senses, school lunches, dietaries, programmes, lighting, heating, ventilation, form, structure and place of school buildings and their care, clothing, regimen, etc.;—all these are included; but far beyond them, school hygiene has invaded the domain of method, and not only seeks to determine hours and programmes, length of lesson, but how each topic can be most economically taught, that is, with least strain upon the eyes, ears, memory, attention, etc. The great enemy of the school is fatigue, which sometimes slows down activities to one-fourth their pristine freshness in the morning. How to avoid this and to have the work of the school done when the mind has its sharpest edge is the desideratum. Thus we can even speak of the hygiene of teaching, reading, writing, the multiplication table, etc. We have two excellent manuals in

English, but even these are utterly inadequate to represent the immense work that has been done in this field, all within very recent years.

V. Genetic psychology has surely justified a place for itself in the field of pedagogy. The Hegel and Herbart cults, which have flourished in this country, and are now declining, did great good. They were a Vorfrucht that broke up the ground and made it plastic and friable, but all the old philosophies had very much irrelevant matter. Now we know some things concerning infancy, childhood, and adolescence which are of immediate and pressing importance, although we must not fail to admit and recognize that there is another great group of questions that are uncertain, and still a third as yet unknown and perhaps insoluble. We have learned how the senses develop, something about primitive forms of association, a wealth of concrete facts about fear, anger, pity, sympathy, emulation, nervousness, attention, memory and will. Certain nascent periods are established. Child study develops a new interest in the object of education, whereas we have chiefly cared for the material of instruction and methods. It tends to develop the parental attitude, especially the instincts of motherhood inherent in very woman, and women are coming to do the work of our schools. It shows us that buildings, methods, subjects, everything, are only means, to the end of maturing the child. It has convicted us of many vicious practices, confirmed us in some of which we were uncertain, and moreover it is slowly developing a methodology of its own that has some educational value for teachers, and in my enthusiastic belief it has in it more promise and potency of making the work of teaching professional and scientific than all other agencies combined. It has taught us to utilize the play instinct and the value of different plays, the importance of suggestion and imitation and the psychic significance of many problems. I believe its ultimate goal can already be dimly discerned, and that when it is finished it will reveal the fact that every-

thing in education should be primarily moral, that there is no other standard or ultimate criterion of value, that the purpose of the history teacher is to make the children better by good examples, the object of myth and story is to preform their moral choices, of art to give them exalted moral ideals and save them from low ones and of science to teach them how to live. This department, too, puts the school in rapport with all the vital studies of life and mind. I believe it is the goal of all the philosophies of education, the story of which I spoke above in the first "lack," and that they will all ultimately be reduced to the rôle of diverse prophecies of its dispensation.

VI. I must add one higher field not generally recognized, but which I believe essential to a broad and truly philosophical conception of the work of the teacher of education and that is the race pedagogy, or the education of the different ethnic stocks of the world. Civilization is man's domestication of himself. Sometimes he has thriven under it and sometimes aborted. Our civilization may sometime go the way of that of Greece and Rome; and other stocks, as obscure now as were the Germans and English at Christian era, may wield all the accumulated resources of Christendom. The duties of superior to inferior groups of men in this day, when all of the latter have been included as colonies or in spheres of influence, seems to me an anthropological question which culminates in a pedagogy which is larger and higher than statesmanship itself and should teach it. The ethnologists who have studied the Indian can tell us more how to treat him than all the Lake Mohonk conferences and hence I would have an educational department devoted to the influence of superior races. I would have it concerned for questions of industrial exploitation, labor, contracts, hygienic rules where they can be enforced. I would have it learn sympathetically the many good things found among these primitive people. I would have it

especially seek to develop the higher pedagogy of mission work so that we shall be advanced enough to know that, at a certain grade of development, fetchism, at another Confucianism, at another Buddhism may possibly be best, and that Christianity is the highest and perhaps may be all the better because of good apprenticeship to certain lower stages and forms.

Thus you will see my conception of education is that it is almost as broad as what biology calls environment, and that church, state, literature, or culture generally are to measured by the ultimate standard of what they do to bring the individuals delivered to us from the womb to the very highest possible maturity they can attain. One thing is certain. If evolution is true, the time will come, as certainly as the sun will rise to-morrow, when it will be the basis of a new harmony, unity and organization of the sciences, and instead of being the Cinderella in their circle it will supply the criterion by which they are all judged, it will grade and evaluate each product of culture. This is certain to come when we fully realize that the paltry thousand million people living on the earth to-day are but a petty handful compared to the vast cloud of witnesses that are to rise in the unfathomable future of the race, and that the supreme test of all that we are and do is measured by its service to the countless multitude who are to come after us and who are more worthy than anything else of our supreme regard and service.

The Pedagogical Seminary.

A CENTRAL PEDAGOGICAL LIBRARY AND MUSEUM FOR MASSACHUSETTS.*

During the last few decades educational literature has not only increased enormously in volume, but the best of it has grown special and even scientific to a degree unsuspected by the public, by the average teacher, or perhaps even by most librarians. While much of the teeming product of the pedagogical press, present as well as past,

* Address by G. STANLEY HALL, before the New England Library Association, May, 1905.

is smitten with the blight of the commonplace so that it relaxes mental tone to read it, there has lately arisen a choice body of expert journals, books and monographs that tend to lift the vocation of teaching to a higher level, that has gone beyond early authorities, erected new standards and made much, that was once helpful, obsolete. Scores of academic chairs in pedagogy have been established, laborious and costly researches undertaken, reforms that have absorbed years of the best work of select intelligences at home and abroad have been accomplished, and others are under way. Opinions have been collected over wide areas. Anthropology, hygiene, psychology, sociology, architecture, legislation, finance have often brought the best that was in them to bear. Experiments costing much time, money and labor, and made on precious human material, have, some of them, settled great questions and so are worth all they cost. Thus while the old and new, conservatism and progress, good and bad, are always found in every department of life, as needful for healthful growth, the distance between these extremes has possibly never been so great, and the worth difference, measured even in dollars, between the best and the average books, buildings, laws, methods and teachers, never so great. Hence the problem, how to make the best known and prevail so as to work against the iron law that makes everything, everywhere and always in the sphere of education, tend to degenerate to apathy, mechanism and dull routine, is vital for the rising generation, and posterity will judge ours according as we rise to this great opportunity or fall below it.

Nowhere is this problem more vital than in this State, which has long led the new world in education, and does so still in the number of institutions and average pay, but is now, by general consent of the competent, being steadily outstripped in most respects by the more progressive communities of the middle west. Something needs to be done in this State besides recounting triumphs of the past, devising cunning compara-

tive statistics, pointing with pride to buildings, paper schemelets and the pedagogical apologetics now too much in vogue. Something qualitative, new and effective is needed if we are to regain our lapsing prestige in public school work. A central library and museum is one opportunity now open to us which would help the State to regain its lost leadership. Let me first hastily sketch the ideal form of such an institution.

Rooms conveniently accessible and attractive should first be secured where Boston teachers can meet socially upon school holidays and after hours, where appointments can be made and special committees meet. I will not call it a pedagogical club house, but the need of some such opportunities as a club affords has often been expressed. But the chief feature should not be the buildings or rooms, but their contents. Here should gradually be gathered a professional library and here should be found the best educational journals, American and foreign, and the choicest vocational books. I say the best, because teachers, in this country are in a special need of sedulous protection from the invasion of the flood of second, third and tenth best. Those who wish to see the plans and the furniture of the best kindergarten rooms in this and other lands, or of the best American and foreign grammar and secondary buildings, with cost per cubic foot, provisions for light, heating, ventilation, coats, hats, umbrellas, toilet, desks, blackboards, yards, roof, playgrounds, modern rural schools and grounds, should find this material gathered, classified and labelled in convenient form, as expert library art can now do, so that the visitor can speedily compare the best in different towns and countries. We began this work years ago at Worcester and went far enough to find that by excursions from university reports, by correspondence, domestic and foreign, it was entirely practicable to gather and group, at trifling cost, valuable data, the chief requisite being the service of a vigorous, competent and young assistant. School architecture is slowly becoming a special-

ty, and here it could not only be helped along but the level of lay intelligence elevated. Many expensive new buildings might have been greatly improved and their expense reduced by knowledge thus gathered. From this collection I would exclude models, but not working plans.

School hygiene should be represented by the best apparatus for testing moisture, pressure, regulating temperature and the amount of carbon dioxide, determining the intensity of light on desks in different parts of the room. Here the simple apparatus used in testing eye, ear, throat, lungs, the various curvatures, the simplest kit of the school doctor, now standardized in several European lands;—all this should be accessible and explained to those interested, with stated demonstrations of the instruments themselves with the aid of models, cuts and diagrams. The choice little list of books and journals solely devoted to this vital aspect of school work should be grouped, and even important articles catalogued, so that a teacher who wishes either to provide additional safeguards for her own health, or that of her pupils, would find the data at hand, or if a paper was to be prepared at short notice, it should not merely repeat platitudes, but diffuse real knowledge.

Child study has many aspects, the value of some of which is now universally recognized and taught in every normal school and often in the university. This already has its little body of literature, good, indifferent and worthless and the best is a small but precious list of both books and journals that should be gathered and catalogued by subject. Some of its apparatus and methods should be seen by every teacher and be accessible in every school, and all should be loanable for long or shorter times. Here should be exposed to view the specimen life and health books coming into use in certain European cities, and used often as a new basis of promotion as well as of individual treatment. Everything indicates that this line of work is seen to be more basal for all lines of educational endeavor, and it

is in great need of some adequate material installation.

Charts and illustrative apparatus should be another department. Nothing surprises the average American teacher more than to see the wealth of diagrams and devices used in teaching in the best European schools. Our buildings often seem beautiful bodies, but there is in some sense the soul of school buildings and rooms without which they are beautiful but lifeless things. Wall cuts of steam engines, mechanism of balloons, scientific kites and tops, illustrating all the principles of physics; devices for making geography, geology, botany and zoology clear and simple; historic tables for illustrations for culture stages from savagery up;—always the central topic selected, the cardinal features brought into relief, details neglected or subordinated. We do not begin to understand what pictures can do and are doing in easing and short-circuiting the ways of ingress into youthful minds, and giving body and content to teaching, which is always prone to lapse to formality. Maps, curves, colored schemes, the devices of the graphic method seen, e. g., in the census, are almost a new language. Add to these the scientific toys of Germany, some of which are masterpieces of the simplification of mechanical principles, and are also models of cheapness and of the pedagogic art that taps vital interests. The Russian, French and Belgian pedagogical museums have rooms full of these devices, and some are duplicated many fold and loaned far and near. I wish there were time to dwell upon the manifold activities of these institutions, the thousands of lantern slides, of geographic, zoological, historical illustrations, diagrammatic and typical schematizations of principles, facts, periods, photographs of works of art, sometimes demonstrations of material and their use, popular lectures, and sometimes model class-room exercises conducted for a chosen few.

There should also be a collection of text-books on each school topic from the primer up, new and

old, always including representative books from foreign lands. To my mind the best thing of all the St. Louis educational exposition was the German text and reference books for teachers and pupils. Among these masterpieces of their kind I spent many days. This collection, not large, should have stayed in this country, been provided with a home and made a valuable nucleus. Our publishers and text-book writers very rarely compare methods of other lands but focus all their efforts on the points likely to weigh with non-expert text-book committees against the books of rival firms. I have heard of a country judge who, as he grew old, refused to hear the other side of a case lest it should confuse his mind. So these textigraphers decline to consider foreign methods because so different. The trouble with most American text-books, even those by college professors, is that they are written with very inadequate knowledge of the best pedagogic achievements of others; the author has made no comprehensive preliminary survey, largely because the material to do so has not been available.

Once more, most governments publish valuable reports annual, triennial or quinquennial, perhaps blue books giving the history and present state of great reforms like the new school board in London, the twenty years' celebration of the courses of citizenship and morals in France, the marvellous story of recent indigenous education in India, and of the school system, pronounced the best on paper, England has produced—that of Madagascar,—documents as important for other lands as Dr. Harris's report is for ours. The proceedings of congresses, of experts in special educational topics, accounts of new departures in industrial education, elaborate illustrated descriptions of new institutions, the exposition books;—all these should be collected by some one who is long-sighted enough to see what is going on in other lands.

Such an institution should give aid at a distance.

Some years ago I destroyed hundreds of letters of inquiry on pedagogical matters, most of which I was unable to answer, but where it would have been very easy, with time and assistance, to have rendered service. There were letters of inquiry about pedagogical literature of almost every kind. Requests for references, I think, led all others. Had this or that ever been tried, and, if so, where and with what success; how can I learn about the new Scotch law, the German classical discussion since the Kaiser's Rescript in 1892, school gradens in France, the higher commercial schools of Germany, the *École du Livre* in Paris, the summary of the discussion on teaching arithmetic as ratio, reading machines, maps and charts of Bible study, the new moral and religious training methods in France, the new London board law, music in schools, a list of cities that have adopted small boards, the constitution of school boards in foreign cities; what are they doing in education in Argentina; something about the College of Preceptors; the best journal on school-hygiene; what about schools for dullards, the doll congresses, the new London University, and the best school for my peculiar child; what is the Batavia system and is it unique; some literature on myopia in school children, or on tests and measurements, etc. Besides those who write many visit our library and consult its head. Now a competent librarian, specialized in pedagogy, could easily conduct a bureau of information and do consultation service personally and by correspondence, such as Mr. S. S. Green has for years done in a broader but less specialized field. This alone would widen the sphere of usefulness of such an institution and extend it to the whole State and beyond. My experience has almost led me to believe that a gifted, trained librarian in pedagogy could do a wide service, possibly greater than any other single person in the whole field of education is able to render.

This is the ideal in outline, or, at least, a segment of it. It would, of course, take years to realize and would have to be approximated

gradually. Where and how to begin would depend upon many conditions. Let me briefly consider objections either actual or possible.

I. This need is already met. All who know the field know this is not true. Neither Harvard, the Boston public State Library, ours at Clark, the Congressional, or Library of the Bureau of Education, contain even most of the best of the books and journals. In all these places only a small fraction of the library resources can be devoted to this subject, and little expert knowledge is exercised even in selecting, and still less in making acquisitions available. Educational literature grows old and most of the contents of the alcoves in this field in the older libraries is of no value save for history. A few monumental works have outlasted their generation, but the rest are now obsolete and dreary, and yet it is not more, but, above all, better literature, chosen from a wider point of view, that is wanted.

II. The second objection sometimes made is that such an experiment has been already tried and failed, but the two tentative efforts made in this direction in Boston years ago were both triply doomed to failure in advance, so ill chosen were the place, plan and the man. The right selection of the latter is, of course, the most important of all. He must be familiar with, at least, French and German, be an expert in pedagogy and in knowledge of libraries. He should be a person with a distinct genius for just this work, adaptable, sympathetic, eager for the best, sympathetic with the new and the old, and young enough to think at least as much about the future as of the past.

III. The third objection is that teachers do not want and would not use such an institution. This, of course, cannot be fully known until the experiment is tried. Boston teachers are cloyed and hide-bound by opportunities for all sorts of culture,—so far more than they can absorb. They hear and attend all sorts of things, new and old, good and otherwise. They are distracted and have acquired a strange faculty of hearing every

novelty, but of developing a strange immunity against infection in practice. The receptive and the effective halves of their soul are strangely divorced. The consensus of the older, dominant members of the guild is against new departures. If such an institution as I have so roughly sketched were to be given by Carnegie or to arise by magic over night, something like this would probably happen. All teachers would, of course, flock to see it, and the Boston guild would first ask Harvard its opinion and it would consult its interests. If they conferred with the leading members of your association I fancy the answer would be even more doubtful or adverse. Left to themselves the older teachers would find in such an establishment so much that would be confusing and at variance with their well-settled and habitual ideas that it would soon cause a somewhat troubled state of mind. It would probably, however, be commended with judicious and qualified terms of praise, tempered with many an "if," "but," and "perhaps," and rarely visited. A younger, ambitious, and progressive minority would soon find ready aid here for practical needs of their work, suggestions and aperçus that would give them more respect for their profession, perhaps convince a few that they could make it a permanent career. The papers and discussions by those who knew how to use its resources would grow meaty. Slowly new leaders would emerge from the average. Now and then a few would spend a summer in Europe following up cues found here, and one or two would later take a year off and come home with a new repertory of ideas. Certain school-rooms or departments in the city would slowly begin to stand out as superior, somewhat according as they had made connections with the new resources here opened. At a time, one or two old leaders would recall with joy that they had praised the new departure at its outset and would do so with more effusion in the wondrous and benign light of the growing knowledge of success, would fancy they had foreseen at the moment of inception that an im-

portant epoch was being marked, and a surviving member or two of the State Board of the new Boston committee of five would feel the *jurabit* *meminisse* that the foundations of such an institution had made the day of their tenure of office illustrious.

But, jesting aside, who should take the initiative and found and support the institution? The head of a great library cannot do it for want of time, room, money, and expert knowledge. It should be a separate establishment. The teachers might do it. Lawyers and doctors have professional libraries of their own in many cities, often excellent, well supported and patronized. By this they effectively document the professional nature of their calling. Teaching, of course, should be a profession, but, measured by this standard, is not yet one. Moreover, teachers are not used to doing things for themselves. Like clergymen and all salaried classes, they wait for things to be done for them. Again, the city might do it, and possibly the new Boston board may take a large enough view of their calling to be interested. But cities usually respond to pressure and this will not arise. The same is true of the State. Legislators are more and more passive, following the lines of least resistance and most pressure, and are less and less likely, or even able, to take the initiative in statesmanship of which educational policies are the culmination. From the advisers of the legislature nothing but sage scruples and technical objections, bandying of responsibility, and voicing of average apathy and opinion are to be expected. To urge the opportunity of a great new step at the State House would, under present conditions, be useless. To undertake such an establishment in the wrong way, or to begin it too tentatively, timidly or feebly, would be far worse than nothing, because it would be foredoomed at the start to failure, which would make later successes harder. Thus the only remaining hope for this State is in some rich man advised by a wise one, and here, after cherishing this ideal for years, I am beginning to fancy, although with no definite expectation, that I see a faint ray of hope. If this fails, I believe with complete

assurance, with no shadow of doubt, that some such institution is certain to come, but that we in this State must resign ourselves to see it arise farther west.—*The Pedagogical Seminary.*

ANTHROPOLOGY.

In the course of an address, entitled Progress Report of the Ethnographic Survey of Madras, delivered before the British Association at Cambridge, I spoke as follows: "The scheme for a systematic ethnographic survey of the whole of India received the sanction of the Government of India three years ago. A Superintendent, or Director, was appointed for each Presidency and Province, to carry out the work of the survey, and, I am sorry to say, write a book, in addition to his other duties. The other duty, in my particular and solitary case, the direction of a large local museum at Madras, luckily makes an excellent blend with the survey operations, as the work of collection for the ethnological section goes on asynchronously with that of investigation. The survey is financed for a period of five years, which is all too short a period, and an annual allotment of Rs. 5,000 provided for each Presidency and Province, which includes Rs. 2,000 for bonuses for approved notes and monographs, and replies to the stereotyped series of questions, which are circulated to intelligent natives, European officials and missionaries. The replies to these questions are, I am bound to admit, not always entirely satisfactory, as they break down both in accuracy and detail, and detail is what is most required. I referred just now to my museum being a local one, but the local patch is rather extensive and widespread, as my beat covers an area of 150,000 square miles, with a population of about 40,000,000. The area of England, Scotland and Ireland is, I believe, only 121,000 square miles. It is clearly impossible for a single man, in his travels, to do more than scratch on the surface of a portion of so vast an area, which provides ample scope for research by many trained European explorers. And I would that more men, like my friends Dr. Rivers and M. Lapique, who have recently studied man in Southern India from an ethnological and physiological point of view, would come out to Madras, and study one or more important tribes or castes in detail. I can promise them unofficially that the Madras Government will give them all facilities for carrying on their work under the most favourable conditions for work, if not of climate. Routine work at headquarters unhappily keeps me a close prisoner in

the office-chair for about eight months in the year, but I endeavour to snatch four months on circuit in camp, during which the dual functions of the survey—the collection of anthropometric and ethnographic data—are carried out in the peaceful isolation of the jungle, in villages and in mofussil (up-country) towns. And these wandering expeditions afford ample evidence that delay in carrying through the scheme for the survey would have been fatal. For, as in the Pacific and other regions, so in India civilisation is fast bringing about a radical change in indigenous manners and customs, and mode of life. In carrying out the anthropometric portion of the survey, it is unfortunately impossible to disguise the fact that I am travelling as a Government official, and very considerable difficulties are encountered owing to the wickedness of the people, their timidity, and fear of increased taxation, plague inoculation, and transportation. Sometimes, when in camp, I may, so far as measuring operations are concerned, draw a perfect and absolute blank for several days in succession. Or a gang of fifty, or even more representatives of different castes, may turn up at the same time, all in a hurry to be off as soon as they have been sufficiently amused by the American series of pseudoptics (illusions), which, with the hand dynamometer for determining the hand-grip, now always accompany me on my travels as an attractive bait. When this occurs, it is manifestly impossible to systematically record all the major or any of the minor measurements, which are prescribed in "Man," "Anthropological Notes and Queries", and elsewhere. And I have to rest unwillingly content with a bare record of those measurements, which experience has taught me are the most important from a comparative point of view within my area, viz., stature, height and breadth of nose, and length and breadth of head, from which the nasal and cephalic indices can be calculated. I refer to the practical difficulties in explanation of a record, which is admittedly meagre, but wholly unavoidable; in spite of the possession of a good deal of patience; and a liberal supply of cheroots and current coins, which are often regarded with suspicion, as sealing a contract, like the King's shilling. I have known a man get rid of the coin presented to him, by offering it, with flowers and a cocoanut, at the shrine of the village goddess, and present her with another coin as a peace-offering, and to get rid of the pollution caused by my money."

The most important event during the year was the acquisition, by purchase, of the prehistoric and protohistoric collection, brought together, in the course of long service in India, by Mr. B.

Bruce Foote. The main importance of this collection, so far as this museum is concerned, is that it forms a very valuable supplement to the existing collection, which was previously composed mainly of articles in pottery and iron, and very deficient in articles in stone. Working, as he did, for many years, in Southern India as an officer of the Geological Survey, Mr. Foote brought together a magnificent collection of palæolithic and neolithic celts, hammers, meal-ing-stones, scrapers, cores, bangles, beads, etc., from the Salem, Bellary, Anantapur, Kurnool, and other districts, to which he later added a representative collection from the Nizam's dominions, Baroda, Kathiawar, Chota-Nagpur, and other localities in the north. A check-list was being printed at the end of the year, and the collection will be hereafter exhibited either in the new annexe, to which I have referred, or in a special annexe, which will have to be built. The new annexe was constructed to contain the large prehistoric or protohistoric collection excavated by Mr. A. Rea, Superintendent of the Archaeological Survey, the arrangement of which is in active progress.

Among the additions to the ethnological section, the following may be noted:—

Primitive type of lute with snakes painted on it, used by the Pulluvans of Malabar when engaged in their professional work as sorcerers.

Collection of brass articles representing the five mudras, viz., conch-shell (*Turbinella rapa*), chakram or discus, padma (lotus), gadha (weapon of the gods), and Narayana, which are waved round the god, and dedicated as votive offerings at temples in South Canara.

Brass and clay figures (*ex votos*) of tiger, leopard, elephant, wild boar and bandicoot rat, offered at the shrine of a bhutha named Poonamukhoo-man, to protect the crops and cattle against the ravages of these animals; and a brass figure of Sharabha, a mythological eight-legged animal, supposed to be the vehicle of the god Virabhadra, and presented as an offering at Siva temples in South Canara, in cases where a person is attacked with a form of ulcer known as siva poonoo, or siva boil or sore. These brass and clay figures must be solid, as the bhuthas would be angry if they were hollow.

Silver votive offerings from Hindu temples at Tirupati, and elsewhere, consisting of flag, umbrella, sandal, human female figure, cobra entwined, figure of goddess, ears, legs, hand, navel, breast, eyes, etc.

Tobacco-pipe made of the green leaf-stalk of

the plantain (*Musa sapientum*), smoked by pilgrims on the west coast. A piece, about eighteen inches in length, is cut off; and a hole bored at the thicker end, through which a thin stick (usually the midrib of a cocoanut leaf) is passed through the stalk for about twelve inches. This forms the tube of the pipe, and communicates with a notch cut in the middle of the leaf-stalk. A funnel, made of the leaf of the jak (*Artocarpus integrifolia*) is placed in the terminal hole, and filled with tobacco or ganja (Indian hemp). The material to be smoked is lighted with a piece of burning charcoal, and the pipe drawn by applying the lips to the notch. Such a pipe is only used once or twice, and thrown away.

Knife carried by women after delivery, who keep iron in some form, *Eg.*, a small crow-bar, knife, or nails, with margosa (*Melia Azadirachta*) leaves, in the room, and take it about with them when they go out. Sometimes an old shoe is placed in the lying-in chamber, and kept there during the period of pollution.

A toy called the frog (tavalai or menghi), consisting of a cup-shaped or conical clay tambour, the mouth of which is closed by stout paper, connected by means of a horse-hair string with a stick, over which rosin has been smeared. When the tambour is whirled round, the horse-hair, as it winds itself round the stick, produces a sound, which is an excellent imitation of the frog croaking on a monsoon night. The toy is hawked about the streets by Muhammadan boys on all occasions of festivals. The first specimen which I ever saw was in the possession of Dr. A. C. Haddon at Cambridge, and the paper covering the tambour bore a printed advertisement of Dindigul cheroots.

Copper water-clock (clepsydra) from South Canara.—This form of clock was, Mr. Percy Brown informs me, introduced by Mr. J. L. Kipling for use by the Police at the Lahore Museum, as the clock was always getting out of order. The bowl is a copper one floated in an earthen bowl, and takes an hour to sink. It is in charge of the policeman on duty.

A small collection of prehistoric stone implements from the Fayum oasis in Egypt, was presented by Mr. H. W. Seton-Karr. A number of stone implements from the Cuddapah district were received from Mr. Bannatyne Macleod, and a red polished pot, found in the bed of the Cauvery river at Trichinopoly, was forwarded by Mr. Strond Wilson.

The iron-cage gallows, with their massive wooden framework, from Belugappa in the

Anantapur district, referred to in my last annual report, were set up in the hall of the new building, close to the Meriah sacrifice post.

During my absence, the work of the Ethnographic Survey was conducted by Mr. K. Rangachari, who carried out his duties with zeal, and with a clear appreciation of the objects of the survey. He made numerous tours in the Tamil and Telugu countries, during which he obtained valuable notes on many important castes and tribes, and took about two hundred photographs illustrating the people, their dress, and ceremonials. In my absence, the anthropometric work was at a stand-still. This section of the work of the survey is undertaken entirely by myself. My personal error is, as the result of long practice, constant, and I prefer that the data, to be worked up hereafter in comparative form, should be based on the work of one man, rather than of several men, with varying error of both personal equation and instruments used. The following stray notes are taken from Mr. Rangachari's diary:

"Of the various Telugu shepherd castes, the Puni Gollas claim to be the highest. Just before their marriage ceremonies they perform Ganga worship, which is an elaborate and costly rite. For it designs (muggu) are made on the floor with coloured powders by Madiga musicians, called Madiga Pambala vandlu, and to them cooked rice, fruit, fowls, etc., are offered. On the last day of the funeral ceremonies of some Telugu castes, muggus are, in like manner, made by Mala musicians and story-tellers, who recite the story of Ankamma and other deities.

"True totemism, at least as regards prohibition, is found here and there among the Telugu castes. Thus, among the Motati Kapus, people of the Yanigala (elephant) exogamous sept may not touch articles of ivory. Fowls are not reared or eaten by Motatis of the Kodi (fowl) gotra. Tsakalis, whose house-names are derived from the pumpkin, jasmine, and *Momordica Charantia*, must avoid going near these plants. The belli (silver) sept of Toreyas are not allowed to wear silver toe-rings.

"A curious custom, in the Telugu country, is the offering of rags to a god called Puthalayya (Mr. Rags), to whom no special temple is dedicated. On the trunk-roads in the Nellore district, rags may be seen hanging on the babul (*Acacia arabica*) trees. These are offerings made to Puthalayya by travellers, who tear off pieces of their clothing, with a vague idea that the offering thereof will render their journey free from acci-

dents, such as upsetting of their carts, or meeting with robbers.

"Among the Pallis, a few families have isolated themselves in a village called Kumalam in the South Arcot district. All wear the sacred thread, and dress like orthodox Vaishnava Brahmans, and they maintain temples of their own, worship wherein is conducted by themselves. They call themselves Rayan (the original title of the Kahatriyas), and would have us believe that they represent Kahatriyas, who have not, like the Pallis, given up their customs. The ordinary Pallis call them Kovilar (temple people), and give their girls in marriage to them. But Kovilar girls are not given to the Pallis. In consequence of this tendency to hypergamy, some of the Kovilar men are, in order that all the girls may receive husbands, obliged to take more wives than one. Hypergamy can also be traced in a section of Telugu Saivite Brahmans (Thummagunta Dravidas), who have become Vaishnavas. They will take girls in marriage from the Smartha section, but never allow their girls to marry into it.

"On my way to Kumalam village, I found a pseudo-hook-swinging ceremony being performed in a roadside hamlet. The beam had a sheep tied to it, in lieu of a human being. One family had taken a vow to tie their child to the beam for one revolution thereof, but the Police objected, and the child's clothes and a sheep were swung in substitution.

"Ancestor worship is practiced by the Thotiyans of the Madura district in a peculiar manner. They have places of worship called male, where a wooden pillar, carved with human figures, is set up beneath a canopy. All round it are a number of stones, representing dead members of the community, arranged in a circle, which are periodically worshipped.

"A Tamil caste in the Madura and Tinnevely districts, called Pendukkumekki Idaiyan (shepherd caste) observes the matriarchal form of inheritance of property. The property belongs to the wife, and the husband has no claim to it. It passes to the daughter, and the sons can only claim maintenance until they are married."

EDGAR THURSTON,
(in the last Report of the
Madras Museum.)

"NEED FOR NATIONAL UNIVERSITIES IN INDIA."

Under the auspices of the Bengal Theosophical Society, a crowded meeting was held to listen to a speech from Mrs. Annie Besant on "The Need for National Universities in India." Babu Narendranath Sen was in the chair. There was a very large and respectable gathering.

MRS. BESANT'S SPEECH.

Mrs. Annie Besant said:—Friends, I am to speak to you this evening on a subject of pressing importance, namely, the need for National Universities in India; and on this matter I want to place before you an outline which may be modified very largely by a free discussion and a careful collaboration between those who know the needs to be supplied and whose wise heads can judge of the best method for meeting the needs. So while I shall place before you a definite scheme, suggest to you a practical method for the carrying out of that scheme, I, by no means, wish to be understood that every detail of the scheme should be adopted.

Now with regard to the question of education, India had got, as you know, two definite educational systems for the education of her boys. You have on one hand education controlled and directed by the Government with its five Universities—with their definite curriculum, with the absolute direction of details by central authority, the authority of the English Government. That makes up one great system—entirely secular, entirely without any kind of religious and moral training. Then you have, on the other hand, the great net-work of missionary schools and colleges, where a religion is an inspiring and a directing force. But if you look at the education of Indian boys and young men, you will find that nowhere is it in touch with the religious spirit which guides Indian minds and Indian hearts. On one side the education is purely secular; on the other side, it is dominated by a religion which is not and will never be the religion of the majority of the Indian people. (Hear, hear.) Now this education, called as you know "English Education," differs in some very remarkable points from English education as it is known in England. If you look at England, you will find that the higher education of that country is not in the hands of the Imperial Government. You will find that the Imperial Government only directs primary education,—the lower education which is not in touch with the higher kind of education imparted in public schools, colleges,

and Universities. These are guided and directed by Educational authorities which are not Governmental in their origin, while of course, Parliament, being the supreme power, may deal with them and modify them to a considerable extent. It is not regarded as desirable from the stand-point of public policy that the Government as Government shall conduct the education of the higher classes of the population. It is thought to be better directed and controlled by those who are immediately interested in it. Some of you might have noticed that when Sir Michael Hicks Beach coming over here at the Delhi Durbar spoke of the Aligarh College, he expressed his disapproval of the way in which higher education was carried out in India. Education ought to be a matter for the people, whose interest it touches and not for the Central Government; and he protested as an English statesman against the idea that it was the duty of the Executive Government to deal with the details of the education of the people. The Indian people are just the one people who have practically nothing to do with the education of their sons. It is done for them, not done by them,—by the fathers and guardians,—those who have the interests of the boys most closely at heart. Statesman-thinkers, leaders of the Indian people have nothing to do with the guiding of Indian education. Those who are concerned in the building up of the prosperity of the country have not the directing hand as to the education to be given to Indian youths. Those who are most closely interested are exactly the people who are not consulted in the matter at all. Now it seems to me and to many it seemed for so many years that a national system of education is urgently demanded by the needs of the country. We see that the boys who are educated are not educated in a way which enables them to carry on the varied activities that can help to build up the prosperity of a well-to-do people. We notice that young men come out of colleges weaker, feebler in health, than they ought to be, which only opens up to them certain narrow educational careers like the Government services and a few learned professions. But that education which is wanted for the national prosperity,—scientific, commercial, technical education with all those branches of learning which are wanted for developing the resources of the nation and the building up of a firm foundation of its national prosperity, is remarkable by its absence from the University curriculum (applause).

For many years past I have been preaching up and down the country, in season and out of season, that as the welfare of the country de-

manded it, the educated Indians ought to take the question of education into their own hands. This has been essentially necessary in consequence of the late University Act. Some of you may know that I opposed the Act from the beginning to the end and since it passed into law I said among other things that it gave a necessary stimulus for forcing the Indian people to take the educational question into their own hands. When the University Commission sat, Sir Guru Das Banerjee, who was the only Hindu on the Commission, signed a minority Report. That was the only one man there who might be expected thoroughly to understand the needs of his own countrymen, his co-religionists. He was in opposition to the Report of his colleagues. In England only the wealthy classes get the higher education. The great middle class of England is a class which is fairly well-to-do. The poorer classes do not seek the public school or University education. Here and there clever boys will certainly seek it and find it. Their material comfort and high education go hand in hand. But that is not so in Indian traditions. On the contrary you continually find that the most brilliant and intellectual class is by no means the wealthy class. You find that those who claim higher education have been accustomed to have that education gratuitously and have not been possessors of wealth. So to apply the English Standard means to make very high the cost of higher education and to exclude from it the very class that demands it most urgently, (applause) and that the doors of the University are closed to many brilliant students in India who would do their country very good services. The Government will force the institutions that are independent of its aid, to raise their fees to the level of the Government standard. We do not want a central body to lay down so many details as to the education to be given to Indian boys. We want variety, not uniformity. We want colleges of different grades. I heard in Madras that preparations are being made to close all the second grade colleges. This is another blow which is going to be struck to higher education; for, the second grade colleges meet the demand of very large classes who want to enter into industrial and agricultural education, learn chemistry and many other branches of practical learning; and if these colleges are closed education will become still more difficult, and in fact, the poor classes will be entirely shut out from it. Then again, the spirit of education is imparted altogether on a wrong line. I shall suggest presently that the curriculum of Indian Universities should give

the first place to Indian thought, Indian history, Indian needs and not European needs. Now what should be done? An education calculated to meet the wants of the Indian nation, which is gradually building on the Indian soil, must be directed, worked out and controlled by Indian minds and Indian brains and Indian hearts. That is precisely what is wanted.

But what should such a University be? I should say Universities, for one University cannot meet the needs of all India. You will have to find one after another. It will be wise to begin with one. But before very long you will have a National University in every province where you will have a Government University. You know that from a long time the Mussalman brothers have been agitating for a Mussalman University at Aligarh, as a Hindu University has been proposed to be at Benares. Now the first question that arises is—do you want a denominational or a national University? Will you have a University built up by the Hindus for Hindus, another by Mussalmans for Mussalmans, and another perhaps by Parsis for Parsis and so on; or will you have a system of national University which shall affiliate alike denominational and undenominational colleges alike? I am in favour of a national University and not a denominational University. I am in favour of a denominational school or college, but a national University that unites them together. The Hindus, of course predominate in the country and there are some 70 millions of Mussalmans. Now is it wise to bring boys up in the atmosphere of their own faith, ideas, tolerances, and the greatest respect for the religion of their fellow-citizens. If you want to teach Hindu boys, for instance, morality, you cannot do it in the English fashion. You must teach them by the stories of their patriots and heroes. You cannot afford to have your lads shun the influence of characters like Sri Ram and Sri Krishna, Kouravas and Pandavas that offer continual illustration and inspiration. At the same time if you wish to teach your boys that unselfishness and devotion, that love of country which has its root in religion—if you want to teach them to become citizens of a nation where Mussalmans or Hindus must join hands as fellow-citizens and work for the welfare of the common country,—you must have a national system of education. I believe that system is the best which brings students in the atmosphere of their own religion. The London University is a mere examining body. It does not even ask the students what is his belief. But the Universities at Oxford and Cambridge are certainly better where the education is a

great inspirer of patriotism which turns out noble citizens. There we find clever specialists in science, clever doctors of literature, but not a gentleman of all round culture which is the result of the education imparted by the great Universities of England. We must combine in this country both the systems above referred to. Like the colleges of Oxford and Cambridge, there should be a variety of residential colleges so that a thorough university life may gradually grow up. These colleges will have religious and moral influence, which is so potent a power for the growing minds of boys and young men and in making them patriotic citizens devoted to their own land and to their own religion; and it seems to me that it might be done. Let us imagine such a University where post graduate courses were taught and University lectures given, as in Oxford and Cambridge. In addition to that a definite College teaching which is required for the real training of our young Indian students, not simply the university lectures that our young men get, should be given to bring the students in close touch with the college professors, so that higher culture can go hand in hand with individual training.

THE EDUCATIONAL CONFERENCE, 1905.

The Madras Teachers' Guild was "at home" to the Educational Conference, on the evening of the 14th December, at the Wesley College, Royapettah, when there was a large gathering of the members of the Guild as well as of the teachers of the various schools in the mofussil, besides several ladies and gentlemen interested in education. Prominent among those present on the occasion were Mr. and Mrs. C. M. Barrow, Mr. R. S. Leppa, Mr. and Mrs. Yates, Mrs. Courtwright, Miss Arnold and Miss Burns.

The guests were treated with light refreshments in the evening and then they inspected the various exhibits of kindergarten works that were in the side room and also the exhibition of school books in the Hall arranged by Mr. Yates of Pachayaippa's College for the teaching of English and that of History and Geography in High Schools. The ladies and gentlemen present then assembled in the Central Hall, where a variety of entertainment was arranged. There was music (both English and Native) which was very much appreciated by the audience, and the recitation by Miss Arnold was equally applauded. At the conclusion of the entertainment Mr. Glyn Barlow, Principal of the Victoria College, Palghat, addressed the assembly.

MR. GLYN BARLOW'S ADDRESS.

Ladies and Gentlemen: It gives me great pleasure to act as preface to the Educational Conference of 1905. I feel that my special qualification for the post lies in the fact that I am myself a school teacher, like most of the members of the Guild, and that I am able, therefore, on the strength of my own personal experiences, to enter very heartily into the Guild's desires to advance not only the status of education, but also the interests of the teacher. Different men might give you various kinds of encouragement. If I had been a Member of Council, with the portfolio of education in my keeping, I might perhaps have encouraged you by promising numerous benefits to the educational profession, though modified, of course, by the proviso "should funds permit"—which educational funds somewhat seldom do; or if I had been an educational officer high up in the Government service, I might have dignified your assembly with exalted expressions of sympathy as from a higher plane. But I come before you simply as a school master, like most of yourselves, as a man of the people, whose sympathies are bound up with your own, and who knows the worries to which the teacher is subject. If any of you have ever known what it is to be worried with attendance registers, with applications for casual leave on the part of masters or of lazy boys, with fee receipts, with Inspectors' criticisms, and with anxiety about examination results—why, so have I. If any of you have ever known what patience the teacher requires when on a hot afternoon he has to contend with a class of sleepy lads whose intelligence seems to have dried up with the heat and whose memories seem to have been blown away by the hot wind—why, so have I. If any of you have ever been reminded by unpaid bills that the teacher's salary is a small one, and that it might very happily be increased—why, so have I. If any of you, with a wife and children to provide for and with the prospect of being one day too old for the exercise of a profession that demands both mental and physical activity, have ever sighed after a pension fund—why, so have I. And, therefore, I come before you this evening in full sympathy with you all and with an expression of the hope that the Teachers' Guild and Educational Conference may do much towards lightening the burdens of the teacher's profession. I must begin my remarks this evening with a reference to the work of the Guild during the year that is drawing to a close. One of the Honorary Secretaries tells me that there were three meetings during the first term, and that there have been four during the present term.

In May there was a successful social gathering to bid farewell to Mr. Bilderbeck, and in September the members paid a privileged visit to the Railway Workshops at Perambur. At the meeting in November the Guild showed its practical interest in current affairs by discussing the proposals of reform that are before the University Senate and in passing resolutions thereon. It would be out of place for me to comment on those principles here, and I will merely remark that the resolutions were in the main opposed to the proposed principles, and maintained that the present Matriculation Examination is sufficiently high as an entrance test for the University course, but that the standard might be improved by the re-introduction of a text-book in English and by other alterations; that the proposed entrance examination would not be an appropriate substitute for the F.A., that the present rules of transfer—by which a student may pass from one college to another fulfil all requirements, and that it is desirable to institute a Bachelor of Science degree. The Guild Library, I am told, is being well used, and the Employment Registry is doing fairly good work. The institution of a Provident Fund has been a pet project ever since the Guild was started, and special efforts were made during the year to formulate a practical scheme. Hitherto, however, the efforts have not met with success, but it is a matter of satisfaction that the subject is to be discussed at the Conference to-morrow. So far the year's work seems to have been good, but the fact has to be borne in mind that at the last annual meeting several speakers commented on the smallness of attendance at the Guild meetings and on the lack of interest that too many members took in the Guild's concerns. Smallness of attendance and lack of interest are evils that attend upon too many such institutions in India ranging from school-boys' Debating Clubs to Associations of much more concern. One knows how the thing comes about. The Association is started with a great flourish of trumpets, and the first meeting is full of members and of enthusiasm. Gradually, however, the enthusiasm dies down, and the members fall away, and the institution languishes. When this has come about, it is needful if the *raison d'être* of the Association is still believed in, that the meetings should be made specially attractive. The reading of a paper is not in itself much of an attraction, even if the paper is important and it too often happens with societies that the papers read at their meetings are of but little concern. One knows too how this comes about. When the time for a periodical meeting draws nigh, the Secretary looks round

for some one who will read a paper. One man after another declines, till at last some one in a weak moment agrees to do so. The essayist is inspired not by any *divinus afflatus*, but by the Secretary's entreaties; he racks his brains for a subject and he ransacks his book-shelves for ideas; and it is small wonder if the result is a dry disquisition which appeals to nobody and which is a nail in the coffin of the institution. I don't for a moment say that this is the way in which meetings are got up for the Guild; I live too far away from Madras to know anything about the matter; but it is a method that is at work with too many societies in general, and I bear in mind the lamentations at the annual meeting. If there is nothing of real interest in hand it is better to let a periodical meeting go by than to force it into unnatural being.

Some of the many Guilds and Societies in England bring the social side of life to bear very successfully upon the real work. The members sit down perhaps to a good dinner and then when the members are in a good humour after the grateful repast, the papers are read and are discussed with zest. Or the members go holiday-making in company, either for a single day or for several days together, as the case may be; and during their outing they intermingle the work of the Society with sight-seeing and picnics. In India, with its variety of castes and customs, a Guild dinner is out of the question; but the pleasure trip is quite within the bounds of possibility. It is for you to consider whether the idea is appropriate; but I should fancy that if the reading of a paper in some dusty and perhaps too familiar school-room in Madras and at the end of a hard day's work fails to draw a large number of members, the reading of the same paper on some holiday afternoon in some pleasant spot outside the city might be listened to with interest by many. Suppose, for instance, that it was resolved to make a trip some Saturday, say, to Conjeeveram. The members would travel in a body, at concession rates, and would spend a pleasant day in the ancient town. The temples would be inspected with much interest by the members, who could climb the giddy heights of the gopurams, feast their eyes on the sacred jewels and marvel at the splendour of the stone-carved halls. During an interval in the sight-seeing, a teachers' meeting would be attended, not only by the visiting members of the Guild, but by teachers at Conjeeveram, who would thereby be greatly advantaged.

It is questionable, too, whether, in confining the venue of its Annual Conference to Madras city, the Guild is not needlessly narrowing its

influence. The Indian Congress has realised that it would be unwise to hold its annual meetings always in Calcutta, and very wisely works over the face of the land. In England the great British Association holds its annual gatherings not only in different cities of Great Britain, but also in different countries of the British Empire going one year so far as South Africa and another year still farther to Australia. The Madras Teachers' Guild is mainly of Madras City alone; and, although it has its mofussil members, its mofussil members are for the most part outsiders to its concerns. I was speaking to a teacher yesterday, who told me that he was a mofussil member, from whom a subscription was expected, but that all he got from the Guild was an occasional post card. Surely the Guild might waste upon the mofussilite something more than an occasional post card. If the Annual Conferences were sometimes held in cities in the Madras presidency other than the metropolis, not only would the Madras member have profitable and enjoyable meetings, but the sphere of the Guild would be greatly extended. I am aware, of course, that the work of the Guild does not consist merely in meetings and in the reading of papers, but that it seeks to be an educational force striving for the well-being of education in general, and serving as the mouth-piece of teachers on important educational questions. The vitality of the Guild, however, is an important matter; and I believe that its vitality would be greatly increased if it operated in the mofussil as well as in the metropolis. I speak as a mofussilite myself—as one who knows by experience how in a mofussil institution there is but little communion with the educational world outside.

A local institution is severely local: and occasional whiffs from the greater world would be of immense advantage. The Guild might do much in the way of widening the experiences and the sympathies of the mofussil teacher, and if the mofussil teacher would be induced to lay aside some of his mofussilism, the school-master's position would be greatly improved. It is the mofussil spirit that is to a great degree answerable for the poor pay that the average school-master is given. It is in this way; suppose that there is a vacancy in a mofussil school, the likelihood is that some local teacher will accept the post on a pittance. The young man's parents live in the town, his wife's parents live there, too; so do his sisters, his cousins, and his aunts; so do his wife's brothers and her cousins and her uncles; and in order that he may avoid migrating from his native village, he accepts a beggarly salary in

the local school. His love of home does him credit; but the school manager preys upon his weakness and in a few years the teacher is rooted in the school beyond all possibility of migration, and the manager, knowing how he is situated, keeps the salary down at starvation point, and this tends to lower salaries all round. In his old age the teacher laments that when he was young he failed to go forth for his fortune; yet the mofussilite spirit is so strong that the chances are that his son if he takes to school-mastering will be as lost as himself and will accept a pittance in home land, too. It would indeed be well if the Guild, by gradually incorporating itself all over the Presidency, could help in the work of widening men's sympathies and making the mofussil teacher a little more cosmopolitan than he is. In the city there is a certain spirit of strenuous endeavour; and the spirit is infectious. In the mofussil there is far too little, and it would be well if the Guild could do something however little, to bring the small town into touch with the great city. In the small town the commonest manifestations of life are the bullock or the buffalo winding slowly over the lea and palm-tree standing motionless in the breezeless air. It is an emblem of life in general. In the small town one of the commonest manifestations of work is the oil-mill, in which a lad with a big stone by his side goes round and round in a circle to the monotonous screeching of wood upon wood. It is an emblem of village work and routine. It is not uncommon in a small town to find an elderly man teaching a I Form. He has taught the first form all his life; he knows the reader by heart, he knows the geography book by heart, he knows the very sums in the arithmetic book, by heart; he has taught the I Form all his life, and he has never aspired to teach the II. I feel it myself, that the spirit of the mofussil tends to hypnotise those who come under its influence, and that it is needful to fight hard against its soporific effects; and I feel that the Teachers' Guild might do more good work than it does, if it could so extend its operations as to bring the mofussil even in some slight degree in more touch with the town. It is for each teacher, of course, to do his best to improve his status as an individual, but the Guild may be looked to to improve the status of the profession. With educational salaries ranging from a minimum such that a school peon would reject the salary sometimes paid to a school teacher, it is small wonder that there is still a tendency at times to look down upon the educational profession. This fact was borne in upon me as I was coming down to Madras. There was a Railway Engineer in the carriage in which I travelled and, after

elling me that he was able to travel free and to take two servants along with him and to have his meals in the refreshment room at half price, he remarked: "Every profession has its material advantages." I replied playfully, "I am afraid that there are very few material advantages in the educational profession." "Oh," he said, "I mean real professions, such as the Law, Medicine, and Engineering." In my travelling companion's opinion, education apparently was not a real profession; it was humbug—a second-rate sort of business on a lower plane than "real profession." Certainly the status of the educational profession has to be improved. It is not impossible that the teacher down at the bottom of the list is sometimes not really deserving of more than the pittance that he gets; but we must hope that when the material has been improved, as the Government hopes to improve it, the minimum will be higher than it is. And as for us all, we ought to do our best to realise that it is really a noble profession to which we belong—that we are not makers of earth works and steel bridges like my friend the Engineer, but that we are makers of men. Let us exalt ourselves and our profession by being up and ready to do our individual best in our own immediate sphere, and ready to co-operate with the Guild or with any other body that works for education's good. An Educational Conference should be a grand opportunity, and in the name of the Council I assure you of hearty welcome to the Conference to-morrow.

SECOND DAY.

FIRST SESSION.

The Educational Conference held under the auspices of the Madras Teachers' Guild, opened its regular proceedings this morning (Dec. 15th) at the Wesley College Hall with Rev. W. Miller, M.A., D.D., C. I. E., in the chair. There was a fairly large attendance of teachers and professors of the local and mofussil schools and colleges, and a number of well-wishers and sympathisers in the cause of education.

Before the business of the day commenced, the Conference on the motion of Rev. C. Pollard, passed the following resolutions:—"That a committee consisting of Dr. Wolf, Mr. C. M. Barrow, Mr. P. T. Srinivasa Iyengar, Mr. Krishnawami, Mr. Lakshminarasu Naidu, Mr. Srinivasa Sastri and the two Secretaries of the Guild be appointed to draft any resolutions that may be deemed advisable."

The Chairman then called upon Mr. R. S.

Lepper, M. A., to read his paper on "University Reform," in relation to secondary education.

UNIVERSITY REFORM.

Mr. Lepper read an interesting and well-thought out paper on the above subject. He gave a detailed sketch of the constitution and work of the Universities of Oxford and Cambridge and the soundness of the education therein imparted. Turning to the principles of the University reform in South India, the speaker said that a worthy and well developed system of Secondary and University reform truly undertaken in the interest of individual colleges or students would cause the country to suffer, he would not for a moment believe. The first step to be taken, therefore, was to take stock of their present condition and find out the merits. If they opened their shutters and let in the daylight he had no doubt that before long they could know how they stood. A careful consideration should be made of the direction in which their activities might best be utilized and that what undertakings were within or beyond their powers. No man should try to stave off the inevitable day of reckoning. In the introduction of any system there should be no wholesale destruction of existing institutions and vested interests should not block the path of progress. There were no vested interests so sacred as those of the future of the race. The speaker then made a number of suggestions as to the directions in which improvements might be made in the matter of University and High School Education.

A discussion then followed. Mr. A. Natesan protested against any University reform which would tend to decrease the area of higher education. Mr. C. M. Barrow said that it seemed to him that the intention of the University reformers was not at all clear to him. If, as he seemed to think, it was abolition of the F. A. Class in all the Second Grade Colleges or else the raising of those Colleges to First Grade Colleges, then he was somewhat doubtful as to its effect. It was clearly a case in which the maxim *festina lente* must prevail. Other speakers took part in the discussion and placed their views before the Conference. Mr. Lepper briefly replied to the various points brought against his views. He agreed with Mr. Natesan that any scheme which would check the spread of general education deserved general condemnation.

The Chairman, in bringing the discussion on the subject of University Reform to a close, observed that he would not on this occasion enter into the various and large and broad questions rising out of the occasion. They were

all agreed, however, on one point, to express thanks to Mr. Lepper for the interesting description that he gave of Secondary and Higher Education as it existed in England. He was of opinion that a careful study of what Mr. Lepper had said was likely to be very useful to them. In applying the knowledge that they from Mr. Lepper to the circumstances of this country, various things had, of course, to be taken into account. They should remember that it took 700 years to bring education to that ideal state in which it at present existed in England. Here in India it should take at least a considerable number of years to bring education to that ideal state. He entirely agreed with Mr. Lepper in all the directions that he had given of improvement; but he believed there was the danger of an impression being left in the minds of some that all the changes proposed should be brought about within the next few years. That would be following the precedent set by those who build houses beginning with the upper story without having laid the foundation. He would most emphatically state that what was to grow healthily must grow out of what existed at present. While he agreed with Mr. Lepper as to the directions in which a movement ought to be made, he would warn all those interested in the cause of education to take care not to be led away with the idea that it was possible within a few years to attain in India what it had taken 700 years to attain in England. A foundation had been laid, and from the foundation that had been already laid they must carefully build a structure, neither rashly nor hastily. To contrast the ideal system of England with the present most wretchedly developed system in India was not a fair comparison. In India they were hampered by a thousand things, especially the eternal want of funds. First and foremost they wanted more money. One half of the evils might be removed if there was sufficient money available, and a system would never be developed, unless more money was available. He did not agree with Mr. Natesa Aiyar, who said that he would rather have inefficient schools than no schools at all. For his part he was strongly of opinion that he would by no means have an inefficient school. It was far better to have no school at all than an inefficient school. That was the fundamental principle of education. The doctrine laid down by Mr. Natesan was a dangerous one.

The Chairman then said that he ventured to enter his humble protest against the idea that Cambridge with all its excellences was the one model that they should have in India. The Universities of England had an inexpressible advantage in having at their disposal enormous funds, and for

that reason they were not altogether in all respects the best models to be aimed at. They might hope that in coming years by endowments and legacies it would be possible for India to emulate either Oxford or Cambridge; that prospect was a distant one. The fact that they had not such vast funds at their disposal made it undesirable that they should attempt to take those Universities as authoritative models. He complained of the tone of Mr. Lepper when he said that he regarded every one who dissented from his view as an enemy to University Reform and one whose stronghold it was necessary to blow up with gunpowder at some future time. He reminded Mr. Lepper that he was not the only representative of those who wished for educational reform. Though an antiquated and worn out representative he was still as sincere an advocate of University Reform as Mr. Lepper. The vast endowments at the disposal of Oxford and Cambridge Universities enabled them to provide facilities for researches which had not hitherto been within the power of other Universities in the British Empire. He exhorted the leaders to cut their coats according to the cloth and quietly advance. They should take care to see that they do not advance too fast, for then they would be like the blind leading the blind and both would fall into the ditch. In conclusion he recommended to their careful consideration many of the wise and good things contained in the interesting paper to which they had listened.

Mr. P. T. Srinivasa Aiyengar of Vizagapatam then read his paper on

ORGANISATION OF EDUCATION IN SOUTH INDIA.

In Southern India, as in other provinces and as in other countries, public education is divided into three great departments, the Primary, the Secondary and the Collegiate. At present in this country, these three departments are so organized, the courses of study of each so devised, and schools and colleges, so conceived, manned and furnished as to illustrate the idea of the whole Educational System being a ladder of which the lowest rung is the Infant class and the highest the B. A. or the M. A. class. Thus the very scheme of our public educational institutions encourages the ambition that every child (or its father vicariously) entertains when first entering an Infant class of blossoming in the fulness of time into a B. A. This idea of the Educational System being a straight ladder has so dominated the minds of our Educational legislators, whether these be Inspectors of Schools and Schoolmasters sitting in the periodical departmental conferences convened by the Director of Public Instruction or the Fellows of the University revising the Curricula of the University examinations, that it has led in

some cases to very curious results. Roughly speaking 90 p. c. of the students of Primary schools never seek education beyond the Primary stage; yet primary education has always in the past been regarded not as an end in itself but as a preparation for Secondary education and ultimately for University education and Curricula have been framed accordingly.

Thus in Arithmetic, besides the simple and compound rules, household accounts and bazaar bills, the boys and girls that attend Primary schools are expected according to Chapter V of the Educational Rules, to learn "the definition of proper fractions, improper fractions and mixed numbers, interconversion of the two latter, addition and subtraction of fractions of the same denominator." The inclusion of fractions in a Primary school course may be objected to on many grounds. Even in England, where the reform of Mathematical teaching has been so lasting that when most European countries gave up the teaching of Euclid nearly 100 years ago, England is only now trying to dethrone this old idol of the schools, children are introduced to the idea of fractions by means of decimals. Vulgar fractions, their division into proper and improper and the handling of them are a relic of the Middle Ages and are retained in modern Arithmetic under protest. The few common fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ and $\frac{1}{16}$ which are scarcely fractions but parts of objects which can be shown to children and treated in many cases as individuals or units (e. g., half a rupee is a fraction and also a whole object), can be taught without the help of elaborate definitions of vulgar fractions and of mysterious interconversions of mixed numbers and improper fractions. I may remark also in passing that the vernacular equivalents of proper and improper fractions, while ridiculous to the grown-up man, look quite as terrible and as outlandish to a child as mantras intended to raise a devil. And after all why are vulgar fractions taught to these children of Primary schools? In the interests of the ten p. c. of them that go to Secondary schools, or rather of the one p. c. perhaps that go up to colleges. Again what is the use of teaching these children the addition of fractions of the same denominator? Either you should not start the subject of addition and subtraction of fractions or having started it pursue it to the bitter end. It looks as funny as if you teach a boy the first chapter, one page of the second chapter, and half a word of the next page of a story and stop dead there the rest of your and the child's life. This is one of the logical but absurd results of the conception of the educational system as a ladder.

I could repeat illustrations of this. Grammar for instance stops with "the nouns and verbs in any easy simple sentence, also the subject, object, and predicate" and "simple questions on Etymology." Hygiene personal and municipal, which in a scheme of primary education intended to stand on its own merits, ought to be the first thing taught in schools, much more important than even reading and writing, is relegated to the class of 'optional' subjects; another Cinderella is 'object lessons,' infinitely more important than reading or writing or arithmetic, because it develops children's powers of observation and does not lend itself to the cram incidental on the teaching of "reading and subject-matter." 'Object lessons' is an 'optional' subject and very unpopular at that.

I shall here point out a few other glaring defects of primary education, though not directly due to this subservience of Primary to Higher education. There is some talk now-a-days of combining the indigenous methods of education with the present methods. I fear there is too much of indigenous methods in Primary schools much to the detriment of the brains of the children. The method of teaching the alphabet by making children sing for hours together the interesting song ka + a horn makes ku, ga + the mark of o marks go and so on till all possible permutations, useful and useless, of vowels and consonants are exhausted, and keeping children at this for six months or one year in an indigenous method, which at least in the part of the Presidency I come from, no one, not the most ardent educationist among the Inspectors, has yet attempted to attack. The method of teaching the vernaculars by making children commit to memory dignified Sanskrit synonyms of easy vernacular words is an indigenous method popular both with the Primary schoolmaster and the Primary school Inspector, because the teacher can easily do this work and the Inspecting Officer can still more easily gauge the amount of such work done, give marks accurately, thereon and award his ordinary or merit grants. The prevalent teaching of vernacular poetry,—stray, unconnected and eminently dull stanzas on abstract subjects like ambition, avarice, etc., in such difficult language that every word has to be paraphrased for the benefit of the child and of the master by writers of keys is a right orthodox indigenous method. All sensible people will admit that the only poetry that ought to be taught to children is ballad poetry in easy language intelligible to the child without much help from the teacher and dealing with the great deeds of heroes. If such poetry is not available in the vernaculars,

well, do not teach vernacular poetry till you get it. If vernacular poetry is wanted for passing the Matriculation examination, that is no reason why the children of Primary schools should be made stupid by being made to cram dull didactic stanzas or to read equally dull sermons in their prose reading books. Possibly the advocates of indigenous methods of teaching are thinking of certain convenient multiplication tables of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, and $\frac{1}{16}$ which used to be taught 30 years ago in indigenous schools and indigenous rapid ways of making up bazaar bills which every uneducated tradesman knows; and these have undeservedly dropped out of our Primary schools, partly because they are not found in English text-books of arithmetic and partly because they are not useful for purposes of higher education. This brings us back to the incubus of higher education which has acted so harmfully on Primary education, which ought to be an end in itself and to be the first and chief charge on the finances of the Department of Public Instruction. It ought to be the first concern of the Inspectors of Schools. But now an Inspector of Schools regards a Primary school chiefly as providing work for an odd day when he gets stranded in a place without a High school to inspect, when he finds his programme suddenly deranged. He regards Secondary education as his special charge and the 4th and the 5th Forms of High schools are his special objective. To him, therefore, a Primary school is only a preparatory school to a High school. This is not as it ought to be. Our Director of Public Instruction has recently devised a scheme of rural schools but unless the scheme is worked out by a posse of Inspectors of the caliber of our present Inspectors of Schools whose sole duty will be the development of Primary education, it is bound to fail. The Sub-Assistant Inspectors and Supervisors of Primary Schools, with a tradition half-a-century old of hidebound methods of inspection behind them cannot respond to new ideas and work them. The Inspectors in charge of Primary education in England are some of the best educational thinkers that the country has produced and how can Primary education be restored to its proper position in public estimation if a few highly intelligent men, who can think for themselves and are in touch with the advance of education abroad, are not placed in charge of it? It is only then that Primary education will be recognized as an object worthy of attainment in itself and not as the lowest rung of the educational ladder. In Europe and America, they have worked themselves out of this ladder idea.

Mr. R. E. Hughes in his "Making of Citizens, a study in Comparative Education," after review-

ing the educational systems of England, Germany, France and the United States, sums up thus:—

"Instead of representing the educational system of a country by a ladder, it would not seem unreasonable to represent it by three cones. We should then have the first cone representing Primary education with higher Primary education at its apex; the second cone would represent, secondary education, with technical, commercial, and other specialized forms of training at its apex; and finally the last cone, academic education with professional training at its apex.

"It is of course highly desirable, and indeed necessary, that the passage from Primary to Secondary systems of training should be made as easy as possible, but it must not be forgotten that this passage is only needed for the exceptional, not the average pupil.

"The course of study of the Primary school is intended for the average and not for the brilliant pupil, and the complete course does not, as a rule, fit the pupil, for a Secondary training. The crown of a Primary school course for the average pupil is the higher Primary school."

The Primary school finally should be open to all classes of the population, rich or poor, Brahmin or Pariah, Hindu or Muhammadan, and should be practically be a free school and, if Primary education be developed in the right spirit and by the right men, the country will, in the near future, be fit for compulsory Primary education for all children, which should be the aim of all enlightened governments.

In this, as in most other countries, there are a great many parents of the middle classes, especially in the smaller towns and the larger villages, mirasidars and merchants, whose children can afford to remain longer at school than the children of the working classes and to undergo a better training than the ordinary Primary school can give and for whom Higher Primary schools should be provided by the State which should have absolute control of Primary education.

The existing so-called Lower Secondary schools ought to serve this purpose but do not. These schools should be very valuable indeed for the country if worked as advanced Primary schools; but as Secondary schools and supervised by the Assistant Inspectors of Schools they are a bane both to Primary and to Secondary education. Rev. Dr. Miller has rigorously denounced the harmful influence of the Lower Secondary examination but the lower secondary schools which necessitated this examination are the real root of the mischief. These schools exist in all the smaller towns and larger villages of the presidency, i.e., places where

High schools cannot be maintained; their students are derived from the rural population; they could serve a very useful purpose if they should be used for imparting a superior vernacular education instead of a very inferior English education. They can do excellent work in spreading real knowledge and enlightenment among the rural population and in giving a relatively superior intellectual training to the lads of the non-municipal areas of the presidency. At present these schools are supposed to be the distant outposts of the University and in a sense they are; for these schools capture intelligent lads and pass them on to High schools after three years, there to be manufactured into failed matriculates. In these schools boys that cannot answer such questions as 'Who are you?' 'How do you do?' are made to commit to memory Mr. Nesfield's definition of an adverb and a gerund or trained to turn English sentences upside down and pull them inside out in all the various ways which that ingenious gentleman has invented for the delectation of teachers and examiners and to analyse complex sentences writing out clauses in full. Boys that cannot compose a single English sentence are made to memorise English descriptions of battles, with dates, fought by the renowned Tiger of Mysore, to write out in English the full working, as it is called, of arithmetical problems involving journeys of railway carriages, and gentlemen called A, B, C, to learn the heights of American mountains and population of European countries. Can a worse way of making intelligent boys stupid be invented? These Lower Secondary schools have no business to be English schools; what might be excellent vernacular schools, means of spreading knowledge among the people, are spoilt by this absurd craze of every petty school looking up to the university as its goal. I have no objection to English being taught as a second language in these schools to the small percentage of pupils that may wish to learn it—as French or German is taught in English schools and by equally rational methods, but to make English the first language of these schools, to teach English Grammar, English Geography, English History of India, is absurd. Special arrangements may be made for the exceptionally clever boy that is capable of going to Secondary schools, but schools exist for the education of the many and not of the few of exceptional talents and opportunities. If these Lower Secondary schools or as I should like them to be called, "Higher Elementary schools" should become Vernacular Schools with a special English class for the few that require it, there will be ample room for substituting

intelligent methods of teaching for the cram now so prevalent; it will be possible to appeal to the boy's intelligence and imagination instead of to his memory and leisurely training of the mind may take the place of a hurried loading of the brain with useless facts and unmeaning figures. Practical arithmetic, the history and geography of the land and elementary physical and natural science, and plenty of body culture put in, will make the Higher Elementary school an ideal instrument of national elevation. We shall now consider this question as it affects the Lower Secondary Departments of high schools, most of which are found in Municipal towns. Except in Madras, I am of opinion that such Lower Secondary departments should be severed from the High schools and attached to Primary schools, only with this difference that English will have to be taught to all students in these Lower Secondary classes as an extra subject, for we may assume that all those that join a High school in a town desire either to enter the University ultimately or to qualify themselves for inferior clerkships. About seven years ago in a conference held in the office of the Director of Public Instruction I urged that the vernaculars should be made the media of instruction in non-language subjects in Middle schools, and after a warm discussion it was resolved to embody in the Educational Rules a recommendation to that effect. But in this as in other school questions, the parents of school boys exercise a silent but powerful and unfortunately a baneful influence and the recommendation has remained a dead-letter to this day, unheeded even in schools which are absolutely under the control of the Educational Department.

I will now pass on to Secondary schools. As Primary schools look up to High schools, so these look up to the University, whereas they should look up to "technical, commercial and other specialized forms of training," as their crown and as in the peculiar circumstances of this country, the mere knowledge of English is by itself, a qualification for petty clerkships and necessary before technical, commercial or other special training can be given, the chief function of these Secondary schools ought to be not to prepare the raw material for the University, but to train boys to speak and write English correctly and to develop their powers of observation and thinking. But here again the interests of the many are sacrificed for the sake of the few. It is only a small percentage of High school students that can at all go to the University, but why should the mediocre be made to study Euclidean Geometry, to work at complicated problems in Geo-

metry, Arithmetic and Algebra useful only to the budding mathematician, to manipulate chemical formulae and physical problems of use only to a scientific specialist? Why should they learn to take an English sentence to pieces, to distinguish between a metaphor and a metonymy, to get up lists of anomalous noun and verb forms, without which knowledge, I am sure, they can very well do the work of English clerks, of Draftsmen, of Sanitary Inspectors, Sub-Assistant Surgeons, etc., and be good and useful citizens.

Plenty of easy English reading and ballads, a little practical geometry, some very elementary algebra with graphical methods and without the necessity of the perverse ingenuity required for factorization, plenty of physical and natural science more for training in scientific method than as a preparation for a future B. A. Science course, and the main outlines of the History of India and England, more social and industrial than a record of battles and treaties, of State-craft and Diplomacy, and a second Indian vernacular, preferably Hindi, this ought to be the aim of Secondary education.

The standard of Secondary education is now partly moulded by the Matriculation Examiners, who being mostly the specialist-professors of Colleges try, year after year to give an academic twist to it. On the contrary, the average High school boy (excluding the few that are fit for a University course) is incapable of rising to the heights of academic education and pulls down the school work to his level; for teaching can never rise higher than the average intelligence of the class, just as an eagle can never out soar its atmosphere. The incompatibility between the academic standard which the Matriculation Examiner requires and the practical education which alone the average High school is fit for and can benefit by, is the real cause of the "slaughter of the innocents" which has, of late, become a yearly Christmas festivity, and this will continue till it is clearly recognized that Secondary education ought to be practical and absolutely unconnected with the standards of the University, that High schools exist not for the sake of the University, but for imparting each boy whatever education he is capable of, so that he might not leave the High school a failed matriculate, as is now the case in 70 per cent. of cases, but a boy of whom the school has made something which will enable him to earn his livelihood. A High school education can be, at present, not a means of spreading any real culture among the people but a means of fitting young men for life. Hence it can not be a charge

on the State but must support itself and should be independent of Government control.

Secondary schools should have therefore nothing to do with the University Entrance Examination and the University nothing to do with the School Final examination. There must be no connection between the two. The latter is a final examination and indicate the end of a scheme of education complete in itself whereas the former is the entrance of a new course and nothing can be common between them. The School Final must either be as in itself or lead up to technical schools, e.g., Medical, Subordinate Engineering, Agricultural, Commercial and not act as a sieve to sift 70 p.c. of chaff from 30 p.c. of grain. A Matriculation class will have to be attached to colleges and will draw its materials from capable students of the higher classes and not necessarily the highest class of Secondary schools and give them the necessary preliminary training to an academic course which ought not to be attempted as is now badly done in Secondary schools.

We have now arrived at Mr. Hughes's last cone, 'academic education with professional training at its apex.' The institutions that exist for purposes of academic and professional education are our Second Grade colleges, First Grade colleges and the four professional colleges (the Agricultural College being as yet only a technical school), e.g., Teachers', Medical, Engineering and Law Colleges. Now academic education is of two kinds (1) general culture (2) the training of specialists in particular departments of knowledge, English or other literature, branches physical or natural science, History, Philosophy, &c. At present academic education that can be described as general culture is imparted by the Second Grade colleges and F.A. classes of 1st Grade colleges. The amount of general culture imparted in these institutions is surely not much; but, that is because in a country, like ours, we have frequently to revise our standard of general culture and enlarge its contents and this we have not done for some time for the F.A. course. Once every ten years, the Senate has got to define the amount of general culture which in its estimation is the minimum which an educated gentleman should possess and this should be embodied in the F.A. course. Second Grade colleges have been by some regarded as half-way houses in the path of young men towards the goal of a University degree and hence condemned as anomalous. This was perhaps true thirty years ago before the days of specialization when every University graduate was made to learn some

English literature, some classical or vernacular literature, some mathematics and some history exactly as students of 2nd Grade colleges do now. For many years now 1st Grade colleges have been institutions whose Primary work is to train specialists. The retention of English and classical or vernacular literature as a compulsory portion of B. A. work is an anomaly and literature should become an optional subject like Science subjects and B. A. classes should regard as their legitimate function only the training of specialists in English or one vernacular or one classical literature or in one branch of Science. The only anomaly in our present scheme of University studies is the blending in the B. A. course of a portion of what was a general course of the early days of our University—the compulsory Languages portion—and a good but not sufficiently advanced scheme of specialization introduced in the last quarter of the last century. If that anomaly were removed, and B. A. students be made to specialize in one literature or in one branch of Science very much more work than at present can be done and our B. A.'s would be really capable of original investigation and not merely aspirants after higher clerkships as they are now. The M. A. degree might be reserved for those who do actual research work and not given as it is done now for capacity to assimilate and reproduce other people's researches or what is worse, other people's manuals.

About 50 per cent. of the young men that seek University education, are either not brilliant enough or do not care, to specialize or, again after acquiring general culture, join professional colleges. For these there must be provided a gradually improving course of general education, which would represent that degree of mental training and that amount of knowledge which, according to the ideals prevalent at any time every University man must possess. Our present B. A. course with its half-a-dozen optional subjects cannot be regarded a course of general education; but, however inadequately, fulfils the second function of a University, that of the training of the more brilliant of its members as specialists in some one branch of Science or of Philosophy. The third function of a University is Professional training. These three functions of a University should be distinctly realized and clearly separated from each other and the provision made for them should not overlap as they do now.

To secure this end the F.A. course (except the mathematics portion of it, which has deterred

a number of very intelligent men from benefiting by higher University training) should be made stronger than now and if necessary extended to three years, the B.A. course very much strengthened by the literature portion being made optional and each branch of it much more efficient than now.

This scheme has also the merit of following the lines along which the Madras University has been evolving. The B.A. course has been changing in the past from one of general culture to a specialist one; the F.A. course from an intermediate to a final one of general culture and we shall not effect any wrench with the past if we make the B.A. a pure specialist course and the F.A. one of wider general culture than now. Moreover this scheme will bring our University almost entirely in a line with the greatest Universities of the world.

Universities cannot do without State help. There are no millionaires, here, as in America that can endow colleges; moreover the country as a whole benefits by the increase of high education and spread of culture in it; and it goes without saying that while the State should aid Universities, it must give them a great amount of freedom in the management of their affairs.

Before closing, I shall summarize the principles advocated in this paper.

- (1) the complete severance of the three great departments of education from each other and the clear recognition of the principle that each should be treated as an end in itself.
- (2) the total exclusion of English from Primary education, except as an 'extra' subject in the Higher Primary course.
- (3) the making of Secondary education, practical and not academic, and
- (4) the recognition of the triple function of Universities and improvement of their courses of study.

A discussion then followed, and the Chairman, in bringing it to a close, observed that the discussion on the subject was a widely extended one. The suggestions made, which were not altogether new were certainly well worth the earnest attention of every educated man. The proper underlying idea with which education should be organised was a difficult question to solve; but it was the question of the day, and was not unsolvable.

The first Session then terminated.

SECOND SESSION.

When the Conference re-assembled after lunch, the Revd. J. Cooling occupied the chair,

A PROVIDENT FUND FOR TEACHERS.

In speaking on the above subject, Mr. W. E. Hoare, M. A. said that the subject was the outcome of a conversation at one of the meetings of the Teachers' Guild. He observed that while there were a very large number of teachers, only a few of them were members of the Guild. He was told that there was nothing to induce them to join the Guild. The Guild was of opinion that it was highly desirable that they should by some legitimate means provide for the natural wants of teachers. It was therefore necessary that they should systematically and patiently agitate with a view to better the financial condition of the teachers. It was a great responsibility for a Guild to establish a Provident Fund of its own. He was of opinion that every institution, at any rate the High schools and Secondary schools, should have a Provident Fund attached to it. It was not a new idea; on the other hand it had spread a good deal already. What he would put before the Conference was that they would do a great deal for the teachers, if they could organise a system for establishing a Provident Fund. He would go so far as to say that no college or school should be recognized unless adequate provision was made for a Provident Fund. He reminded them that if they wanted the best material for teachers they must make the teacher's post more attractive.

A discussion followed, in which several members took part. While all recommended the establishment of Provident Funds, a few spoke against the suggestion that such establishment should be made the *sine qua non* for recognition.

Mr. Lazarus, of Vizagapatam, spoke against going begging from post to post, and especially to Government who would not give them free higher education, for the establishment of a Provident Fund. It was only fair that they should help themselves, and he therefore suggested that every one of them should join one of the many Insurance Companies and Provident Funds existing all over the country.

The Chairman, in bringing the debate on the subject to a close, observed that the question for their consideration was, should they press upon Government that they should make it a condition that colleges and High schools should be provided with a Provident Fund before claiming recognition. One of the objections raised against this was that it would, in the long run, result in the reduction of the pay of teachers. He did not think that this ground should weigh much with them. The subject was an important one and claimed their best attention.

XII

The Revd. J. Cooling then vacated the chair, and Mr. A. Mayhew was elected Chairman in his stead.

CURRICULUM OF STUDIES IN SECONDARY SCHOOLS.

Mr. A. T. Ramanujachariyar read a paper on this subject. He referred to the curriculum of studies at present existing, and observed that a students' general knowledge of English had now by far deteriorated. He advocated the holding of a conversation class and exposed the evils of employing cheap English teachers. He spoke with awe of the step-motherly affection shown to the indigenous languages of the country. A good proficiency of the indigenous languages was necessary for the prior dissemination of useful knowledge among common people. Vernacular composition must be given a larger place than now. The defects in Mathematics lay in the method of teaching. What they wanted was a more comprehensive syllabus and a more organised system of teaching on the lines of the kindergarten method.

A number of gentlemen took part in the discussion that followed.

RESOLUTIONS PASSED.

1. That this Conference is of the opinion that to raise the value of Indian University qualifications and to open the way for the development of original research, an improvement in the quality and organisation of school and University education is necessary, and that, to secure this, increased funds and greater co-operation between the Colleges is necessary.

2. That this Conference is strongly of the opinion that the instruction in Elementary schools, i.e., of Primary and Lower Secondary grade, should be as far as possible in the vernacular.

3. That, in the opinion of this Conference, it is necessary that Government should encourage and aid Managers of Colleges and High schools to start Provident Funds for the benefit of their employees on their retirement.

The Conference then terminated.

UNIVERSITY REFORM.*

In replying on behalf of the University, I ought to take some account of the present condition of University affairs. Enough has been said by the Chairman, as well as by the proposer of the toast, to warrant my doing so at more than usual length. A rather undigested mass of suggestions for vague but important changes has been, somewhat injudiciously as I think, tossed down before the public. It is, therefore, by no means wonderful that there has been alarm in every corner of the country among those who are interested in securing the benefit of their countrymen through the instrumentality of liberal culture. It is not wonderful that there should be wide-spread fear lest sudden and excessive change should—to adopt the figure used by our Chairman—uproot and kill the plant whose defective growth it is proposed to remedy. Considering, however, that what has come before the public has been a group of mere suggestions, of which scarcely any have been definitely proposed by any one, the alarm, though very natural, has probably been a little too great and a little premature. At all events, it seems to me that this alarm may now begin to abate, or at least may be suspended for a time.

The present state of matters is that a fairly representative committee has been commissioned to report to the Senate on such changes and developments as it may be desirable to introduce. This committee will, of course, be free to recommend any lines of action that it deems fit, and to pick out anything it considers good from the suggestions that have alarmed so many. But none of those suggestions go down to it with any authority behind them, and in favour of some of them not so much as a word appears to have been spoken. I think you need not expect this committee to try to make a brand-new University, entirely different from the one which has done no small amount of excellent work among us. And even if, contrary to my expectation, it should make any proposals of that kind, I think you need have little fear that they will be adopted by the Senate. There may be some, but, if there be any, they are probably but few, who would like to tear up the foundations that are already laid and erect a building in their stead according to some new design. Such procedure would be too foolish to stand the test of discussion. It would be as foolish a method of procedure as one of which I am reminded by the prevailing fears lest an attempt be made to put an end to our

present University and give us something quite different in its place. It is a little experience I met with many years ago—I believe it was the first time that I went home from India, when most of you had not yet entered college walls, and many of you had not entered this mundane sphere at all. I passed through Egypt by rail. On landing at Suez I was struck by the number of engines in and around the station. On reaching Cairo there was a still greater number of such engines lying idle; and so again at Alexandria. At those three stations alone—and I do not know how many there may have been elsewhere—there were engines enough for some thousands of miles of railway, and they seemed strangely superfluous for the few hundred miles of it which Egypt possessed in those days. I sought for some explanation of the strange phenomenon. The explanation given me was this. When anything was not quite right about an engine, when it was not doing its work to the complete satisfaction of all concerned, the railway administration made no attempt to find out its defects or to remove them, but forthwith ordered a new engine from Britain or from France. Hence the vast accumulation of disused engines, to which those running at the moment were destined to be added as soon as the smallest defect appeared in any of them.

I need not say that with such methods of management Egyptian railways were not much of a success either pecuniarily or otherwise in those by-gone days. I need not say that the only right course would have been to find out what hindered a newly imported engine from complete efficiency, and to get whatever was defective about it remedied. No product of human skill—let it be a locomotive, or a University, or whatever else you please—is perfect. They all tend more or less at times to get out of gear in some way. To discard one of them because it is less effective than it might conceivably be and to put another in its place, is nothing but wasteful folly. Engines need attention and care and skill. They need cranks to be set right here and valves there. They need a hundred little things to be done to them from time to time if they are to work even tolerably well. So it is equally with Universities. Our business surely is to see what changes our University needs in order that it may do all the good that it is capable of doing; not to act like the old-time administrators of the Egyptian railways and thrust it aside in favour of a new machine whenever it seems to be in need of some modification or repair. I think it worth while to consider some of the things that are most required in order that our University may do its work still more efficiently than it is doing it just now.

Perhaps the most important of permanent reforms are those which arise in the Colleges which make up the University and pass quietly, perhaps almost imperceptibly, from them into the life of the entire body. In this respect our own college has no need to be ashamed of the contributions it has made to real University Reform in the past, and it may make yet other contributions in the future. Some of its contributions have received a sort of consecration by their appearing in the recent Act. Let me refer to just a few. You know what emphasis both the Act and the public lay upon the provision of college hostels. No doubt in ten or twelve years after this—for such things pass quickly out of memory—the credit of this reform will be bestowed elsewhere. But just for the present, nobody is likely to deny that it was here that the idea of hostels first took material shape or that the pioneer work which has led to the system being received with such universal approval was done in the immediate neighbourhood of the place where we are assembled now. It is the same with the principle that every college "is to be under the management of a regularly constituted governing body." The older plan was that the college should be governed by the Principal alone. So far as our University is concerned, this college was the first to introduce management by the body which among us is known as the *Senatus*. So again it is with arrangements for making the library an active influence in the daily life and work of students. You may perhaps be unaware that what you know so well as the *Consulting Room* had no parallel elsewhere for many years, though I believe that theoretically at all events, there is something of the kind established in every college now. And the arrangements for preventing undue migration of students which have crystallized into the *inter-school and inter-college rules* and which also are noticed in the Act—these too took their rise with us, as some of the older educationists still at work will be ready, if they are asked, to testify. I might further refer to plans for reform which have not yet found their way into general educational life as those I have alluded to have done—such, for example, as the helps given to the stability of an institution by its legal incorporation and by the establishment of retiring funds of the members of its staff.

This list of what our college has contributed to the real improvement of the University might easily be made longer. I shall however mention but a single other new departure. It is one for which you, not I, deserve all the credit, the institution, namely, of this same *College Day*. It is a matter in regard to which we are all right glad that the example set by you is being followed by the alumni of an increasing number of kindred institutions.

I have no wish to claim either excessive originality or excessive credit for our college on the grounds that I have mentioned. These salutary changes, or some of them, would doubtless have originated elsewhere if not with us. But, as a matter of fact, these reforms and others did take their origin here, and it was here that the preparatory work was done which, as I trust, has made them permanent elements in the life of the University. And I make bold to say that such things have done, and will do, more real good than even the grandest schemes of the most inexperienced, and therefore the most self-confident, of would-be University reformers.

But influences rising upwards from the colleges, however good, are far from being all that the University needs. It needs also to act for itself. What then is the chief need of the University at present which it can do at least something towards securing for itself? I believe that all who seek for its reform, however greatly that may differ upon some points, will agree in saying that the greatest of all necessities is that the University should have better material to work upon, in other words, that it should have more intelligent and more thoughtful students. And most, if not all, who really know the school-boys who come up to be its students will further agree that the chief thing which keeps them from being as thoughtful and intelligent as their nature fits them to be, is the way in which all their attention and their hearts are given, not to grasping or digesting what they are told to learn, but to passing the next examination by the easiest methods and at the earliest opportunity. It may be well to look at one of the causes which have brought this calamity upon us. Our doing so will show two things of great importance. One is how long an evil may endure after its cause has been removed. The other is that the scheme on which this University was planned has never had a fair trial, and that such a trial ought certainly to be given it before novel schemes are sought for.

You have only to look at the Incorporating Act of 1857 to see that affiliation of colleges was an essential part of the system of liberal culture which it was then proposed to introduce. With just a few permissible exceptions, all students before being admitted to examination were to be carefully trained in some properly equipped and efficiently conducted institution. For twenty years this fundamental principle of the University was a dead letter. By looking at what is said in its calendar about even the oldest colleges, you will see that affiliation became a reality only in 1877. Even then, this point was gained only by long continued effort which can be remembered by almost none,

* This is a reproduction, as close as memory enables me to make it, of what I said at the last celebration of the Christian College Day.—W. M.

except myself, who are still in India. During those twenty years, the idea got deeply planted that a certain amount of knowledge obtained anyhow was everything, and that training of the mind was nothing. That idea still prevails among those who are being educated. One would think it might have been eliminated by this time. And so it would probably have been if it had not been re-invigorated almost immediately. If I remember the dates correctly, it was just two years after the affiliation of colleges became a reality that the examination known first as the *Middle School*, and afterwards as the *Lower Secondary*, was introduced, in spite of the refusal of the University to give it any countenance. The evil idea that to pass is the sole end of education took now a more dangerous form than ever, because it was planted deep in minds at their most pliant stage. It infected teachers and taught alike. No wonder that it did so when the value of every school was estimated by the number of passes that it could secure, by any means not positively dishonest. At last this examination has been abolished, but the habits of thought and modes of instruction which it instilled will bear their evil fruit for many a year to come. It is even said—with what amount of truth I know not—that many teachers have resolved to set up a little Lower Secondary examination of their own, thus perpetuating the wretched system from which, as far as public authority goes, education may now at length be happily set free.

Certainly at this stage, and at every stage, the attainments of pupils should be properly tested in some way. But if that testing is to be healthy it must be conducted in comparative retirement—must be conducted within the narrow bounds of the pupil's own school—until some fair maturity of mind is reached. Many of you know something about bicycling. Where do you judge it best that the art should be acquired? I think your first attempts at learning it will best be made in as secluded a place as you can find. If you should prefer to make your early attempts in the midst of carts and carriages and trams, say down here at Parry's Corner or in front of one of our railway stations when traffic is at its height, the result may perhaps be death. At the lowest, it will certainly be an unwelcome fall and in all probability most grievous hurt. The intellectual effects exactly correspond when those who ought to be just beginning to be taught to think are subjected to the strain of public examinations.

Thus one fundamental principle of our University took twenty years to get reduced from theory to practice, and then the good that ought to have resulted was perhaps entirely neutralised

by the introduction, at a lower stage in educational life, of an evil that gave new strength to the examination mania. Another departure from the right and the original principle is not corrected yet, though well-nigh fifty years have passed since the University came into existence. Those who founded it intended that all who aspired to receive liberal culture at its hands should be mature enough to be really benefited when they entered on the course of study it laid down. Probably most of you are unaware that one of the original regulations was that every student should be at least sixteen years of age before he presented himself for the Matriculation Examination. That rule appeared for a good many years upon the printed page, but, so far as I can learn, it was never really enforced, any more than the rules which were intended to secure that there should be training as well as knowledge. By and by it seems to have been quietly dropped, and it so remains till now. This regulation also requires to be enforced. The enforcing of it may be unpopular. From what some of yourselves have told me, it seems likely to be very unpopular indeed. I cannot help it. You all know me well enough to be aware that it is not my custom to aim at saying things likely to be popular, but to try to say such things as are true and right. And I do not think it would be difficult to show that this reversion to the original plan of the University is extremely necessary. There is no time for me to discuss this matter fully now, nor indeed would the present occasion be appropriate for discussing it. The proper opportunity for its full discussion will come by and by; and when it does come, I have no great fear that most of you, if not all, will come to agree with the view which I have expressed. In course of time that view will become popular, however unpopular it may be in the meantime.

The things that I have mentioned, making affiliation operative in all its aspects, care that boys are trained at school so that the teacher's aim shall be to make them think and not to make them pass, and securing that, in age at all events, those who enter the University shall be tolerably mature—these things will do an immense deal to bring about the reform that is most urgent, an improvement, namely, in the quality of our students. If I may revert to my former figure, the engine will, in this way, be supplied with proper fuel. The want of such fuel is by far the most important reason for its defective running. If once it get such fuel, it will run immensely better than it has ever been running hitherto.

But though this be much the most important reform that is needed, I do not wish to leave the

impression that I regard it as the only one. Even if this were the proper occasion, I should exhaust your patience if I ventured to touch on many more. I shall simply say that improvements are perfectly possible in our courses of study and, very particularly, in our methods of examination.

To one condition of the University doing the very best work it is capable of doing you may allow me to refer in closing. It needs to have the intelligent sympathy and support of the educated public. That may be likened to the rails on which our engine has to run, and I need not tell you that the best engine in the world will be singularly ineffective unless the rails laid down for it be fairly regular and smooth. Here, in Southern India, such support and sympathy can certainly be obtained for a reformed though not for a revolutionized University, provided there be even a moderate amount of judicious prudence on the part of those who endeavour to improve it. From all that I know of you I feel confident in counting on you, the former students of the college, for support to all reforms that are wisely and gradually introduced. In this respect the chief thing I would say to you is this: be watchful but be open-minded. If changes be proposed which are manifestly purposeless, or changes which though something may be said for them are manifestly premature, by all means use every effort to withstand them. But if changes be proposed by those whom you know to favour the spread of liberal culture and to have the welfare of your countrymen at heart, do not rashly set yourselves against them. There was wisdom in the words which Oliver Cromwell addressed at an important crisis to a somewhat opinionated and impracticable section of my own Scottish fellow-countrymen. "Brethren," so Cromwell wrote to them, "Brethren, I beseech you to think possible that you may be mistaken." To those, if any such there be, who would have everything go on exactly as it has been doing hitherto, who are ready to be unthinking opponents of every new development, and to those also, if such there be, who would make changes simply for the sake of change, I would with the greatest earnestness repeat the words of Cromwell: "I beseech you to think it possible that you may be mistaken."

Those who have experienced something of what real college training means ought to be easily persuaded to lay this advice to heart. You know how many things there were in that training which were unpalatable at the time, which were at first distinctly disagreeable, yet which you found to be salutary ere long and which now you are the foremost to rejoice in. How many, among such of you as were trained here in the school classes be-

fore they passed on to college, have been telling me in these few weeks since I returned of experiences which were not only disagreeable but positively painful at the time, yet which they have long recognized as having been the very making of their lives. Looking back upon what we have passed through in our earlier years let us learn the proper way of dealing with the questions that are being so widely discussed at present. Let us not by any means discard the engine which is indeed imperfect, but which has done much excellent work already and shown abundant capacity for doing both more work and better work in days to come. At the same time let us see to it that every part of it is in proper order, that it is kept in good repair and has every joint well oiled, that it is supplied with the best of fuel, and that the rails it has to run on are as firm and smooth as we can make them. Thus and only thus can the University of Madras be—what we all desire that it should in ever-increasing measure be—a source and centre of the highest intellectual and the truest moral life to the whole of this great South Indian community.

WILLIAM MILLER.

OUR ENGLISH LETTER.

CAMBRIDGE, December 1905.

The 'Schoolmaster' recently instituted a kind of informal examination of experts as to the working of the Education Act of 1902. The result of its inquiries is, roughly, as follows. First, it is generally agreed that the cost of national education should be mainly borne by the Imperial Exchequer, and that the remainder should be paid by a local rate. As to the difficulties in raising this local rate that have been experienced by poorer localities like West Ham, the recommendation is that the rate should be 'equalised' in its incidence as far as may be—a vague and practically hopeless attempt at solution.

The training of teachers, again, should be a national charge.

With regard to the machinery of local government, there seems to be a general consensus of opinion among those who know that the newly-constituted authorities are far better than the old School Boards in small districts. In the great towns the reverse is generally admitted to be the case; indeed it would be hardly possible to find better administrative instruments than the School Boards of Leeds and Sheffield, for example, which the Act of 1902 destroyed. Still more

marked is the consensus with regard to London, where the old School Board, destroyed in 1903, has found a most inferior substitute. The County Council cannot possibly, as at present constituted, do the work of education; and it is widely felt either that the *ad hoc* principle should again be adopted (a course hardly possible in view of the multitudinous engagements of the Liberal Government), or that, to meet the new demands, the County Council should be enlarged by a third. Each of the constituencies ought to elect three members instead of two.

So far, perhaps, the educational question presents difficulties which, though great, are not insoluble. We always thought, and we still think, that it was a mistake to destroy the old *ad hoc* authorities, especially in the great towns. But we are not inclined to make the question of County Council against School Board a question of life and death. The struggle has been, and will be, on the subsidiary question of the treatment of 'voluntary' schools. To bring in a Bill the object of which was to unify education, and yet to retain a dual system of schools, was theoretically absurd and practically mischievous. And that the 'Schoolmaster' experts think so is plain from their recommendations. The dual system, they say, ought to be abolished altogether; that the present had principle by which certain teachers are the servants of the managers and not of the authority should be frankly given up; and that the non-provided school should be leased to the authority at a fair rent. All religious tests for teachers, who are now, in all but name, civil servants, will by this means be abolished, and the trouble with the Nonconformists will cease. The difficulty is that probably it will only cease in order to make way for a converse trouble with the Roman Catholics and the Church of England.

Similar proposals are made in the annual report of the Northern Counties Education League, which however appears to take a more decided line in favour of the absolute secularisation of State-aided education. We have, indeed, always been inclined to think that the excessive zeal of the Church might lead to secularisation, grievous the demand for a particular religion in the correspond which induce the State to declare in beginning to be taligion at all. This is the solution the strain of public will be found unless the Church abate its demands. Long ago

Thus one fundamened out that it was the only city took twenty years and now we find Sir Alfred to practice, and then the Welsh party in Parlia have resulted was per-he has been converted to

Mr. Morley's view. Others, undoubtedly, in daily increasing numbers, are tending the same way. Cannot the two opposing parties be wise in time? Hitherto, it is true, the country has insisted on some religion being taught in schools; but if this perpetual quarrel as to which goes on much longer, it is hardly likely that the country will fail to say, Peace at any price, even at the price of banishing religion to the Sunday-school. It is by no means an easy task which lies before Mr. Augustine Birrell, who, as the morning's papers inform us, has been appointed to succeed Lord Londonderry as President of the Board of Education.

Professor Hall's elaborate and most comprehensive work on 'Adolescence' ought to be in the hands of every teacher who takes his work seriously. Such a storehouse of facts, theories, and scientific results exists nowhere else. At the same time it would be a very great advantage if these two huge volumes could be abridged into a single one of half the size of either: the work would then have a chance of penetrating into places from which its price now excludes it, but to which the knowledge it contains ought certainly to penetrate. Professor Hall is on the whole against co-education, successful as the system has apparently been in America.

Just as I write I hear the sad but not unexpected news of the death of Sir Richard Jebb, Regius Professor of Greek in Cambridge, Member for the University, and one of the most distinguished men of his time. He had an extraordinarily successful undergraduate career, gaining the highest place in the Classical Tripos of 1862, and having beaten in competition all the men not only of his own year but of the year before. He was, like Macaulay, constitutionally weak in mathematics, and had, it is said, great difficulty in passing the 'Little Go'; hence, though his verse-composition in Latin and Greek has never been surpassed since Latin and Greek were living languages, he was unable to compete for the Chancellor's Medals. But he gained, as a matter of course, his Fellowship at Trinity, became Public Orator at an early age, and then went to Glasgow as Professor of Greek, whence he returned in 1889 to succeed Kennedy as Regius Professor in his old University.

As a Greek scholar he was probably unrivalled in the world, even Blass and Wilamowitz being hardly his equals. His edition of Sophocles is of course his *magnum opus*; but only a week or two before his death he completed his Bacchylides, which will probably remain for a long time the standard edition. He united, in a rare degree,

profound and exact scholarship with literary taste and mastery of English; his prose versions of the poets he edited being extraordinarily fine models indeed of what such versions should be.

He was frail and delicate in constitution; and his great labours in scholarship did not, in all likelihood, tend to lengthen his life. In his youth he was dapper and dandified; and it is commonly understood that he left Cambridge for Glasgow in consequence of the famous sarcasm of the Master of Trinity—'The time that young man can spare from his toilet he spends on neglecting his duties.' He had, however, a pretty wit of his own; and his after-dinner speeches, in their own quiet, unobtrusive, somewhat academic style, could not be surpassed. Many of his witticisms remain on record. At Glasgow he taught in a room under the Professor of Logic, who often ended his lectures when Jebb was in the middle of his. The tramp of the logical students as they left once brought down a bit of the plaster, nearly on to Jebb's head. He said, 'The Professor of Logic's conclusions do not agree with my premises.'

Reviews and Notices.

ENGLISH TEXTS FOR INDIAN SCHOOLS:

1. THE LITTLE DUKE BY CHARLOTTE M. YONGE.
EDITED BY T. MORISON. (MACMILLAN & Co.) Re. 1.
2. SELECTIONS FROM THE WRITINGS OF MARIA EDGEWORTH: EDITED BY T. MORISON.
(MACMILLAN & Co.) Re. 1.

These books have been prepared expressly for the Matriculation student in India. We doubt whether some portions, especially in the book containing the selections from the writings of Maria Edgeworth, are not a little too easy for the Matriculation student—"The Little Merchants" for example. Though these books are not likely to be done in class as regular text-books owing to their length and their easy style, still they offer to the student stimulating reading matter by placing before him ideals and noble lives nobly lived. As such these books will be very useful and can be recommended to the students by their teachers for what is called

'extra' reading. They have been specially edited for the Indian student and expressions and allusions which he cannot easily understand have been taken away. No elaborate notes are appended.

THE ACADEMY SHAKESPEARE: GENERAL EDITOR, DAVID PATRICK: "AS YOU LIKE IT," EDITED BY L. R. BOYD, (W. & R. CHAMBERS.) 1s.

We reviewed some months back the edition of "King Henry V" in this series and like that play this too has been edited very well. You can learn everything about Shakespeare in general and about this play in particular. The notes are, in spite of the anxiety of Mr. Boyd to avoid it, elaborate, but that, we suppose, is an error which editors generally fall into for no fault of their own. Precedents and examples are before them and editors have to follow them if they are to be successful. We should have left the analysis of the characters in the play to the students themselves. This book will be immensely useful to the students of Shakespeare, and incidentally also to our College students preparing for University Examinations.

NEW GLOBE READERS, Book III: (MACMILLAN & Co.) 1s. 2d.

We noticed the V and VI Books of this series in our last issue and we find this book quite as good. The selections, illustrations and the type are excellent.

ENGLISH LITERATURE FOR SECONDARY SCHOOLS:

1. MACAULAY'S ESSAY ON CLIVE: WITH INTRODUCTION AND NOTES, BY H. M. BULLER, M.A. (MACMILLAN & Co.) 1s.
2. SCOTT'S IVANHOE: ABRIDGED AND EDITED WITH INTRODUCTION, NOTES, GLOSSARY, &C., BY FANNY JOHNSON. (MACMILLAN & Co.) 1s. 6d.

We had occasion to notice some volumes of this series in previous issues; it is really a pleasure to possess editions like these, edited as they are with such care. That on Lord Clive contains much useful information. Scott's Ivanhoe is abridged for use in schools, but the omitted por-

tions take away nothing of the charm of the book. The notes might well have been briefer and the editor need not have been at such pains to save the student the labour of referring to a dictionary. But these are small matters. *Ivanhoe* has a learned introduction. But what adds to the charm of the book is the number of beautiful illustrations and famous scenes. There is a particularly good illustration, showing the different parts of *Torquilstone*—viz., entrance to the under-ground dungeon in which the poor Jew was confined and the bartizan where Rebecca and *Ivanhoe* were and the parapet whence Rebecca threatened to throw himself.

"OLD MORTALITY" BY SIR WALTER SCOTT, WITH INTRODUCTION AND NOTES. (MACMILLAN AND CO.) 2s. 6d.

A good edition which is sure to be welcomed by the reading public. As usual with the editions in this series, this book contains the author's, Mr. Andrew Lang's and the editor's notes, the last being the most exhaustive and explanatory.

HISTORICAL AND MODERN ATLAS OF THE BRITISH EMPIRE BY C. GRANT ROBERTSON AND J. G. BAETHOLOMEW. (METHUEN AND CO.) 4s. 6d. NET.

This Atlas is the first of its kind. It contains a variety of information about the British Empire in all its aspects, and maps are given illustrating the vegetation of the countries, their products like coal, iron, their centres of industries and the density of population in each. Political maps are given for different periods; for example the British Empire is shown as it was in 1603, 1713, 1763, 1837 and 1905; and for India, the dates taken are, 1707, 1765, 1805, 1858 and 1905. One map illustrates the value of the imports and exports for the year 1902; another illustrates the commercial development of the world showing the regions now fully developed commercially, regions capable of development in the future and regions incapable of material development. All these maps are drawn with great care and accuracy and are simply invaluable to the student of History who should always bear in mind the physical features of the country the history of which he is studying, as History and Geography act and react upon each other. A very useful introduction on the relation of Geography to History prefaces the book and important statis-

tics about the possessions, (acquired, now retained and lost), of the British Empire, and the population of large towns according to the latest returns as also a complete historical and modern gazetteer of the countries and possessions of the British Empire. Even the latest events are not forgotten. The Viceroyalty of Lord Minto is mentioned in the list of Viceroys; and the 'peaceful' mission of the Government of India into Tibet is mentioned under the title of 'Expedition to Tibet' much to the chagrin, it may be, of the Indian Government. We hope that this excellent and valuable Atlas will not, on that account be refused to be recognised by the Text-Book Committees.

"BOYS AND THEIR MANAGEMENT IN SCHOOL." BY H. BOMPAS SMITH, M.A. (LONGMANS, GREEN AND CO.) Price 2/6 net.

A neat, handy text-book on School Management and of great interest to young teachers of junior forms. Part I is very entertaining and instructive, dwelling on the psychic development of the boy between the ages of eight and nineteen. Part II considers "The Boy in School" and as the classification of chapters will show, the treatment of the subject is throughout lucid and perspicuous. The many odd difficulties that the young teacher confronts in his initial stages have been freely taken in hand, and the discussion is made in an interesting and suggestive manner. Amidst much that is stale and commonplace, which of course cannot be helped in a work like this, there are yet several principles and doctrines that can bear any reiteration and may well be written in brass. At the end of the book is a short list of educational books which no school-master's library may be without. Below are a few extracts that may give an insight into the nature of the book:

Referring to the fidgety nature of the ten-year old lad, he quotes from Stanley Hall: 'He is not depraved, but only in a savage or half-animal stage. Something is amiss with the lad of ten who is very good, studious, industrious, thoughtful, altruistic, quiet, polite, * * * who turns away from stories that reek with gore, refuses, all low associates, and speaks standard English.' Again, in regard to the necessity of school games, 'No sooner said than done is the adage of the school-boy. Any attempt to close this natural outlet is apt to prove disastrous; it will encourage discontented brooding or else recourse to secret acts of sin or violence. Hence the

'great importance at this age of physical exercise, and particularly of games. Not only do these provide a valuable training in the discipline of the body and the temper, but they act as a strong antidote to any tendency to secret sins.' In the 'epilogue' that treats of 'the master by himself,' he says, 'The first point I would urge is the importance of keeping fit not less in body than in mind. The jaded master can never teach his best. Hence the necessity of taking plenty of exercise; if possible, of playing some game for the sake of playing it.' * * * * 'Keep your mind fresh by never giving up your reading; do not let correction and preparation absorb all your evenings. * * * Again, do not think it waste of time to spend occasional hours in talking of the larger world outside your school. A weekly game of whist, or bridge, or periodic visit to the theatre, will make your teaching all the better on the morrow.'

Indian Educational Notes.

MADRAS.

Mr. K. P. Guruswami Aiyar, B.A., Lecturer, Rajahmundry College, to act as Lecturer, Kumbakonam College, during the absence of Mr. S. Narayanaswami Aiyar on leave or until further orders.

Mr. P. Rajagopala Aiyar, M.A., First Assistant Lecturer, Rajahmundry College, to act as Lecturer, Rajahmundry College, vice Mr. Guruswami Aiyar in the ninth class of the Provincial Educational Service.

Mr. T. V. Sivakumara Sastri, will cease to act as Lecturer, Kumbakonam College, from the date of Mr. Guruswami Aiyar, joining the Kumbakonam College and will revert to the subordinate service.

Mr. P. P. Braithwaite, B.A., Vice-Principal, Teachers' College, Saidapet, to be an Inspector of Schools, Madras, holding one of the two appointments recently added to the cadre of the Indian Educational Service, but to continue to act as Inspector of European and Training Schools during the absence of Mr. J. H. Stone, on leave or until further orders. This appointment will take effect from 13th November 1905.

XII

Mr. J. A. Yates of the Pachaiyappa's College has been taken into the Indian Educational Service. He has been appointed an Inspector of Schools.

The following gentlemen have subscribed towards the projected Hindu College at Trichinopoly:

Mr. Dharamsay Morarjee Gokuldass Sait of Bombay, Rs. 1,000; the Hon'ble Mr. K. Vasudeva Iyengar, Rs. 2,000 and Rs. 300 a year for five years; Mr. V. Krishna Row, Zemindar of Pollavar, Rs. 1,000 a year; another friend Rs. 500, and Mr. V. C. Sesha Chariar, Rs. 500. Presumably a direct result of Mrs. Annie Besant's eloquent address on "Awakening of India," delivered at Adyar, on the 27th of December last.

A MEMORIAL portrait of the late E. B. Powell, the educationist of Southern India, was unveiled on the 20th December in the Pachaiyappa's Hall by Sir Philip Hutchins. Touching references were made by some of his 'Old Boys' to his enthusiasm and great interest he took in the cause of South Indian Education.

A meeting of the Headmasters of High and Middle Schools and others interested in education, was held at the Pachaiyappa's College, in the second week of December, under the auspices of the Council of Native Education. Mr. T. V. Swaminatha Iyer occupied the chair, and the following resolutions were adopted:—

1. Resolved that the Council of Native Education be requested to take steps for collecting funds to assist such managers of schools as may be in need of aid towards the providing of kindergarten gifts and physical and chemical apparatus.

2. Resolved that it is desirable to have a comparative examination conducted by a representative body of teachers at the end of the Lower Secondary Course in the place of the late Lower Secondary Examination.

3. Resolved that the Council of Native Education be requested to make out a definite scheme regarding the proposed Comparative Examinations.

4. Resolved that the Council be requested to put itself in communication with such of the Head-

masters as are willing to submit their students for the proposed examination, to frame the curriculum, etc., and do the needful.

5. Resolved to request the Council of Native Education to recommend to Government that the number of hours of teaching in Primary Schools be reduced to four hours with a recess of two hours.

At a meeting of the Council of Native Education, held at the Mahajana Sabha Office, Mount Road, with Mr. G. Subramania Aiyar in the chair, the following letter sent to the Secretary of the Council by Mr. V. Krishnaswami Aiyar, High Court Vakil, was considered:—"My travels in Northern India have convinced me of the absolute necessity of Hindi becoming the common spoken language of all India. The people cannot become welded into a nation without a common language, and the number of movements started all over the country has no chance of success without the people being able to understand one another. Apart from the people whose inheritance it is, most Northern Indian Communities can speak it or at least the language which has the best chance being Sanskritic. I would therefore ask the Council to recommend to all Indian indigenous schools the teaching of that language to the extent of—enabling boys to acquire a speaking acquaintance with it." A number of speeches were made supporting the suggestion made by Mr. Krishnaswami Aiyar, after which the following resolution was adopted:—That a circular be issued by the Council of Native Education to the managers of all Indian indigenous schools urging the importance of encouraging the acquisition by Indian students of a colloquial knowledge of Hindustani, and that Mr. V. S. Srinivasa Sastriar and Mr. K. B. Ramanatha Aiyar be requested to draw up the circular.

BOMBAY.

At a recent meeting of the Senate of the Bombay University the report of the Committee appointed to draft regulations regarding the Examinations in Medicine was considered. The report favoured the institution of the M. B. B. S. Degrees with the qualifying test of the Intermediate Examination in Arts or in Science.

Dr. T. B. Nariman moved that the report of the Committee be adopted. He said that the raised standard would enable the students to study medicine better and to attain a higher standard of proficiency in their profession.

Dr. A. G. Viegas moved an amendment: That on page I of the Committee's Report under the heading "Abolition of the L. M. and S. Degree" the following words "the L. M. and S. Degree should be abolished as a University Degree": "The L. M. and S. Degree be retained with the Matriculation as the Entrance Examination until Government are pleased to create a responsible body like the Conjoint Boards of the United Kingdom to grant diplomas as these do unconnected with the University."

Mr. N. M. Samarth seconded the amendment which after some discussion was carried by 28 votes to 19.

Sir Bhalachandra Krishna moved an amendment for substituting the Previous Examination for Intermediate Examination in Arts or Science as a test of admission to the Medical College.

He considered that the Intermediate would be a most prohibitive test and would shut out many eligible students especially those in poor or even in moderate circumstances.

Dr. G. P. B. Kher seconded the amendment.

Mr. K. Subramania Aiyar was in favour of the amendment. He thought one year's course in an Arts College would be sufficient to enable an Indian student to follow the Professors' lectures in the Medical College. A higher standard than that was not necessary.

The Hon'ble Sir P. M. Mehta thought that Sir Bhalachandra's amendment embodied all reasonable requirement.

Dr. A. G. Viegas was strongly in favour of the Intermediate Examination as the entrance test.

After some further discussion, Sir Bhalachandra's amendment was put to the vote and carried by 31 votes against 20.

BENGAL.

The Maharaja of Darbhanga placed a lakh of rupees at the disposal of His Royal Highness, out of which he has given ninety thousand to the Calcutta Medical College.

The honorary degree of Doctor of Laws was conferred on H. R. H. the Prince of Wales by the

Calcutta University at a special convocation held for the purpose on Friday the 5th January.

Mr. A. Macdonnell, Professor, Presidency College, Calcutta, has been appointed Principal of that College on the retirement of Dr. Ray from the Indian Educational Service.

The following letter, dated 1st December, reference to which was made in the Editorial Notes of the December number of the *Review*, has been addressed by Mr. H. H. Risley, Secretary to the Government of India in the Home Department to the Government of Bengal:—"I am directed to reply to your letter, with which was forwarded a copy of a memorial from certain residents in Bengal, praying for the compulsory introduction of moral training in schools and colleges. With your letter were also forwarded copies of papers showing the action taken by the Government of Bengal in furtherance of the wishes of the Government of India, as expressed in paragraph 20 of the Home Department Resolution of March 11th, 1904. The Government of India note that an advance is chiefly being made in the direction of securing stricter discipline in residential schools and colleges. His Excellency the Governor-General in Council has read the memorial and the accompanying papers with much interest and he regards the request which the memorialists have addressed to him as a striking testimony to the confidence that is being increasingly displayed in the education policy of the Government of India. His Excellency in Council is glad therefore to take this opportunity of expressing the views which he holds upon the subject of moral influences in Indian education and of the extent to which those are or can be made the direct concern of the Government.

With the desire expressed by the memorialists to emphasize the ethical side of the instruction imparted in the schools and colleges of this country the Government of India are wholly in sympathy and they welcome the evidence which the memorial affords of the increasing recognition of the importance of the moral factor in Indian education. The Government of India indeed are equally convinced of the supreme importance of the matter, and so far as is consistent with the principles of impartiality and non-interference which determine their attitude towards religion in this country they are endeavouring to inculcate moral standards and to inspire the young generation with higher ideals of personal conduct. But it will, the Governor-

General in Council trusts, be generally realized that the State is by no means the sole or even the most powerful agency by which this task can be undertaken. If the ethical standards of a people are to be raised, this end can only be attained by co-operation between the Government and outside forces which often enjoy opportunities of exercising influences which are beyond the reach of any official organization.

Thus in the present stage of Indian education it seems to the Government of India that there are four principal agencies by whose active influence and aid morality can best be taught to the rising Indian generation: In the first and foremost place the Governor-General in Council would name the influence of homelife, that is to say, the influence of parents, relatives and guardians. This indeed is the most direct and potent of all agencies for good. But it is an agency entirely independent of Government and the State can neither call it into existence nor direct its operation. It is for the native of India themselves to look to it that a proper moral atmosphere prevails in the Indian home.

Second in importance in the opinion of the Government of India is the influence of the teacher upon the pupil, and this depends in the main upon the character and the capability of the teacher. In this case the responsibility of the Government which in State schools supplies and in aided schools assists in supplying the staff of instructors is direct and admitted, and the Government of India and local Governments have everywhere shown their recognition of the fact by their unremitting efforts to increase the numbers, to improve the quality and to provide for the adequate training of teachers in all classes of schools and colleges.

The third influence is that resulting from the nature of the teaching which is dependent upon the selection of suitable text-books and the determination of appropriate subjects and courses of study. In this case also the Government possesses a positive responsibility which it is discharging by a close and systematic revision, both of the curricula and the books, from those which are or will be prescribed by the Universities for use in colleges down to those which are determined by the educational departments of the various provinces for use in elementary schools. But in this instance too the responsibility of the Government is not undivided. On the contrary, it is shared by text-book committees, faculties, syndicates and senates, upon all of which bodies and authorities native opinion is largely represented and indeed is frequently in the majority, and if the influence for good of books and

courses of study is to be of full effect it can only be by the earnest co-operation of the members who represent Indian opinion and are necessarily more familiar with the mental characteristics of Indian students than their European colleagues can be.

In the fourth place may be reckoned the removal of impediments to a healthy life and a high moral tone, which results from providing the boys with proper surroundings in the hours spent out of school or, in other words from the policy of boarding houses, hostels and common messes. This again is a matter in which Government can give a lead and in which it has taken every opportunity of so doing by providing liberal grants-in-aid of such buildings and by insisting on their due control and supervision. But consistently with its obligation to other branches of instruction the Government can only undertake a portion of the task; there will always remain an ample field for private enterprise and individual liberality.

Out of the four principal channels of moral influence, therefore, it would appear that the Government of India and Local Governments are exerting themselves strenuously and continuously in three. Their policy in this respect may not be productive of results that can easily be tabulated or at once discerned. But it is impossible that it can fail to procure a considerable permanent effect, which in time will be apparent in a progressive elevation of the character and conduct of the race. If, however, the efforts of Governments are to attain a full measure of success it can only be if they are supported by a powerful and vigorous public opinion in Native Society itself. For instance whatever degree of influence Government may be able to exert in Government colleges or schools it is difficult for them to affect the tone of private instructions except in so far as stricter conditions of recognition or affiliation must indirectly conduce to moral improvement. The conclusion of the matter is that Government of its own accord can do something but that Native sentiment, if properly aroused and wisely directed, can do much more. The Governor-General in Council is encouraged to hope that the gentlemen who have addressed him on the subject will themselves exert their influence in the right direction. I am to ask that with the permission of his Honour the Lieutenant-Governor the foregoing expression of the views of his Excellency in Council may be communicated to the memorialists.

THE UNITED PROVINCES.

THE office of Vice-Chancellor of the Allahabad University, vacant by the expiry of the term of office of Mr. Justice Knox, has been offered to, and accepted by, the Hon. Pundit Sunder Lal, Rao Bahadur, Advocate, Allahabad High Court.

IN the places of Messrs. T. Morison and J. R. Cornah resigned, and Maulvi Syed Ashraf Ali, M.A., late Head Master, Zilla School, Banda; Mr. F. L. Reid, late Principal, Chief's College, Ajmere; Mr. Mahammad Hadi, M. R. A. C., M. R. A. S., whose office in the Allahabad University has been declared vacated, His Honour the Chancellor is pleased to nominate the following gentlemen to be Ordinary Fellows of the Allahabad University:—

THE Hon'ble Mr. Justice H. G. Richards, K. C.,

MR. W. A. G. Archbold, M. A., L. L. B.,

THE Hon'ble Raja Ali Mahammad Khan, Khan Bahadur, of Mahmudabad,

QAZI Aziz-ud-din Ahmad, Deputy Collector,

MIRZA Habib Hujain, B.A., Head Master, High School, Husainabad, Lucknow.

AT the final sittings of the Indian National Congress at Benares, on the 30th December, a resolution concerning the education in India was passed in which Lord Curzon's educational policy was severely handled, it being described as reactionary in its character, and as having been aimed at narrowing the spread of higher education in the country. The officialisation of the Universities was condemned as also increasing the cost of education so as to place it beyond the reach of the poor middle class. The Congress also complained of the inadequacy of the funds allotted for education and demanded a much larger expenditure on all branches, urging a beginning to be made in the direction of free primary education. It also pressed for the prompt carrying out of the recommendations of the Committee on industrial education for the better provision of technical education to the youth of the country, and pleaded for an industrial survey by Government as a necessary preliminary to the organisation of a system of technical education, and finally advocated the establishment of a central fully equipped Polytechnical Institute with technical schools and colleges in different provinces.

ON the 31st of December a large and influential meeting of leading Indians from different parts of India was held at the Town Hall, Benares, to consider a scheme for establishing a Hindu National University at Benares, prepared by the Hon'ble Mr. Madan Mohan Malavya, of Allahabad, and others.

MR. Malavya explained briefly the main features of the scheme, the fundamental idea being to give education to Hindu youths on national lines in harmony with the spirit of ancient Hindu civilisation. The education will include all branches of learning, religion, philosophy, medicine, astronomy, mathematics and industrial and technical education on a large and comprehensive scale. The scheme will also include the special training of Pundits and Hindu religious teachers on modern lines. Efforts will be made to impart to them modern learning. Mr. Malavya made an eloquent and touching appeal to all patriotic Hindus, whose duty it was to preserve their ancient civilisation and tradition for financial support to the scheme.

MR. G. Subramania Aiyar, Mr. N. Subba Rao (Madras), the Hon'ble Munshi Mudho Lal (Benares), Mr. E. N. Mudholkar and Mr. Kaparde (Amroati), Mr. B. G. Tilak (Poona), Mr. R. P. Karandikar (Satara), Sir Balchandra Krishna (Bombay) Babu Surendranath Banerjee (Calcutta) and others, in eloquent and stirring speeches, expressed sympathy with the objects of the scheme.

THE Hon'ble Munshi Madho Lal, a wealthy banker and Zamindar of the Province, who takes a great deal of interest in the revival of Hindu Vedic learning in its purest form, announced an annual contribution of Rs. 10,000 to the scheme and promised to set apart property worth Rs. 2 lakhs towards this institution. Four other gentlemen, whose names will be announced later, have promised similar donations.

Babu Surendranath Banerjee said that the Bengal scheme of a National University, for which nearly Rs. 7 lakhs had already been promised, would in all probability be amalgamated with the proposed University at Benares, especially as an undertaking was given that Rs. 50 lakhs would be set apart for a Technological Branch, and also because it was desirable that any national movement for learning should be associated with the holy city of Benares, for centuries the seat of learning in India.

MR. Tilak pointed out that the success of the scheme was more a question of men than money, which could be got if the right men went about it in right earnest and spirit of self-sacrifice.

ON behalf of Poona he guaranteed the gratuitous services of a first-rate Professor. He himself offered to serve in the cause for three years.

Professor Bhanu, late of the Ferguson College, and Professor Bijapurkur, of Kolhapur, also offered to consecrate their lives to the service of the institution.

MR. R. P. Karandikar, of Satara promised Rs. 1,800 as a preliminary donation. So far promises of nearly Rs. 10 lakhs from prominent and wealthy men have been made. Those responsible for the movement realise the gigantic nature of the undertaking and are full of hope of achieving success. Already they claim to have made a satisfactory and encouraging beginning.

A representative committee, with men like Sir Gurudas Banerjee, Dr. Rash Behari Ghose, Babu Surendranath Banerjee, the Hon'ble Mr. Gokhale, Mr. B. G. Tilak, Sir Balchandra Krishna, the Hon'ble Mr. Parekh, the Hon'ble Mr. Khare, Lala Lajpat Rai, Lala Harkishan Lal, Mr. E. N. Madholkar, Mr. Kaparde, Sir S. Subramania Aiyar, Mr. N. Subba Rao, Dewan Bahadur Krishnasawmy Rao, Mr. C. Vijayaraghavachari, Professor M. Rangachariar, Mr. G. Subramania Aiyar, Mr. V. Krishnasawmy Aiyar, and Mr. G. A. Natesan, were appointed to consider the details of the scheme in the light of the criticisms offered at the meeting and submit a report for circulation. After some time a meeting of the committee will take place at a central place. The Hon'ble Mr. Madan Mohan Malavya has been appointed corresponding Secretary.—*The Madras Mail*.

PUNJAB.

H. H. THE AGA KHAN has made a suggestion that the visit of T.R.H. the Prince and Princess of Wales to the M. A. O. College at Aligarh shall be commemorated by the establishment of a Science School at the College, and has given Rs. 35,000 towards this object.

THE Khalsa College Committee has opened a fund for awarding scholarships tenable for three years in foreign countries to the most deserving students of the institution. These scholarships, with the permission of His Royal Highness the Prince of Wales, have been named the "Prince of Wales's foreign scholarships." The fund for these has opened with donations from the patrons of the

College, Their Highnesses the Maharaja of Patiala, Jind and Nabha, each contributing Rs. 1,00,000, 50,000 and 50,000 respectively.

THE Convocation of the Punjab University was held on the 23rd December and the address was delivered by the Vice-Chancellor Sir Lewis Tupper. For the first time in the annals of that University, the new degree of Bachelor of Teaching was conferred on 13 candidates. The course leading up to the "B. T." degree runs for two years, at the Punjab Central Training College and before a candidate can even enter upon this course he must already have graduated at some University.

ON the recommendation of the Dean of the Science Faculty, it has been decided by the Syndicate of the Punjab University to apply to the University of Cambridge for the extension of the privileges of affiliation to graduates of the Punjab who have passed the Intermediate Examination of the Science Faculty and the examination for the degree of Bachelor of Science. In 1895, when the present affiliation rules with Cambridge were formulated, there were no students reading for the degree of Bachelor of Science, and the wording of these rules appeared to contemplate the possibility of the Intermediate and Bachelor Examinations not including a classical language, whereas in the Arts Faculty a classical language is compulsory for the Intermediate Examination. It has been further decided to enquire of the University of Cambridge whether, in case this application is granted, it would be possible for students who have not passed in a classical language in any University Examination to enjoy the privileges of affiliation, provided that they passed within a certain limit of time some examination in a classical language either held or recognised by the University of Cambridge.

Foreign Notes.

THE awards of the Nobel Prizes for Science and Literature for this year are as follows:—Medicine: Prof. Robert Koch, for his work and discoveries in the treatment of tuberculosis. Physics: Prof. Philip Lenard, of Kiel, for his researches in connexion with the cathode rays. Chemistry: Prof. Adolf von Baeyer, of Munich, partly for his researches in the chemistry of indigo, and partly for his work in connexion with triphenylmethane. Literature: Henryk Sienkiewicz, the Polish novelist, as representative of the literature and intellectual culture of his people. The Peace Prize has been awarded to the Austrian writer Baroness Bertha von Suttner, authoress of the novel, "Die Waffen Nieder" ("Lay down your Arms").

SIR RICHARD JEBB, M. P. for, and Regius Professor of Greek in Cambridge University, and probably the greatest Greek scholar in Europe, died on Saturday the 9th December after a comparatively short illness. Professor Jebb was born in Scotland and educated in Ireland and at Charterhouse and Trinity College, Cambridge, graduating as Senior Classic in 1862. After twelve years of work in Cambridge he went to Glasgow as Professor of Greek in 1875, returning to Cambridge as Regius Professor in 1889. Professor Jebb was appointed a Fellow of London University in 1897, and was also a member of the London University Commission of 1898.

The Educational Review.

We offer our hearty congratulations to the Hon'ble Pundit Sunder Lal on his having been made Vice-Chancellor of the University, Allahabad. We welcome it as a good departure from the usual routine of making the office a sort of annexe of the local High Courts. It does usually happen that judges of the High Court are eminent scholars whose advice and help the University cannot do without and who deserve the honour of administering its affairs as Vice-Chancellors. But there are cases when it would be desirable to go outside the High Court and even outside the Government service for the University Vice-Chancellors. We had such an outsider once here, and from all we learn we were not badly off under the non-official Vice-Chancellor. We hope it would become more and more the rule to give the Vice-Chancellorship to men of eminent attainments and position irrespective of the fact that they are in or outside the Bench of the High Court, in or outside the Government service.

School-masters have as much of human nature as the rest of us, and it is but natural they should be as highly gratified as others by the titles the Government confers. The world is at heart a big child, and as it cares much for gewgaws of titles, it esteems highly those who have mouth-filling additions to the names their parents had given them. Men who might otherwise be indifferent to such recognition may care much for titles and want to have a fair enough share for their profession to make the public realise adequately its importance. It was in

this spirit that the late Sir Walter Besant worked for the Guild of Authors and once asked, "Where is his Grace the Duke of Boxhill? Where is the Earl of Wessex? Where is the Lord of the Hebrides? Where is the Lady of the Beleaguered City? Where is Lady Fauntleroy? Where is my Lady Elanmere? Where is the Earl of Man? Where is my Lord Thrums? Where is the Earl of Brattleboro', Vermont? Where was the Marquis of Samoa, while he lived?" Sir Walter Besant, let us hope, was not quite serious when he spoke thus. In the case of authors and of men of science, the plain name, without the Mr. "has to our ears a sound more majestic than the proudest of feudal titles." What Sir Walter Besant insisted on was the social recognition of men of letters, that they are as good, as useful members of societies, as statesmen, warriors, or lawyers. And if we mention the honours bestowed on men doing educational work it must be understood that we do so only to tell the public that there must be as emphatic and as ready recognition of their work as there is of the work of the administrator or the lawyer or the engineer or the physician.

We cannot say that titles have been depreciated by their having been too readily bestowed on men employed in educational work. The first educational knight had inherited the title before he came to Madras as Inspector of Schools, and the next (also a Sir Alexander) was created one the other day by the King-Emperor. We doubt if there has been any other officer who has achieved the greatness that Sir Alexander Pedler has for himself and the profession. Either it must be that Sir Alexander's predecessors have not done as great and good work as it has been his privilege to do, or

they had not as appreciative masters as he, or the title of knighthood has become pretty cheap and it is thought to be not too high for an Educational officer like the late Director of Public Instruction in Bengal.

Mr. H. W. Orange's work as the all-India Director has earned him a C.I.E., a distinction which a scholar and educationist like Dr. Thibaut gets just as he is about to retire from service.

The first class Kaiser-i-Hind medal bestowed on the Rev. Canon Sell of the Church Mission Society, and the second class Kaiser-i-Hind medal won by Miss E. Carr, late Inspectress of Schools, Madras, as also by the Rev. A. W. Brough, of the London Mission, Coimbatore, are indicative of the Government's appreciation of educational work in Southern India.

Mir Siddiq Ali Faridun Beg Mirza of Sindh, and Moulvi Muhammad Ibrahim, Inspector of Schools, Bengal, have been honoured with the title of Khan Sahib. The first gets the honour none too soon as he is about to retire from service.

The title *Mahamahopadhyaya* has been most appropriately given to Pundit V. Swaminatha Aiyar of the Presidency College, Madras, in recognition of his rare and profound scholarship and of his labours in the field of Tamil Literature.

We congratulate him on the honour he has won. If all the titles given were as appropriate and as well deserved as that of Pundit Swaminatha Aiyar, they would all be as highly valued by the public.

A central meeting place for the meetings of the Madras Teachers' Guild and for housing the Library would make the work of the Guild easier. The Kellett Memorial Library

scheme was one having these objects in view. Its aims seem to our thinking to be eloquently sketched in Mr. Stanley Hall's Lecture on a Central Teachers' Library at Cambridge, Massachusetts, reprinted in the present number. Only read instead of Cambridge, Madras; you have an ideal scheme worthily commemorating the labours of late Rev. Mr. Kellett on behalf of the Teachers' Guild. The teachers are a notoriously poor lot and they have not been able to raise for this purpose a paltry thousand, whereas thirty thousand, would be none too large for the purpose. It may be a weak and unmanly frame of mind to sigh for a Carnegie. But a local Carnegie, that *rara avis*, may do worse than help the Teachers' Guild to realise its object.

A single language understood of all the peoples of India! What a powerful lever for the intellectual raising of the population of this country! Hindi has been mentioned in this connection. Hindi or Hindustani, it would really facilitate communication of ideas to have one vernacular instead of the babel we have. What facilities for the missionary, for the educationist, what a welding and unifying influence of the diverse elements of the population of India! We find in the extremely interesting paper read by Mr. P. T. Srinivasa Aiyangar at the Teachers' Conference, and reprinted in the present number, Hindi suggested as an additional language in the secondary stage of instruction. The same suggestion has been made by a member of the Council of Native Education, Madras, and the Managers and Headmasters of indigenous Schools and Colleges may be expected to bestow some thought on the matter and do their best to make the idea a success.

In the November issue of the *Review* we wrote in a somewhat deprecatory vein of the cry of *A National University* once more raised by young Bengal. We then feared that the magnitude of the demand had not been fully realised, and that a spirit of dare-all induced by political humiliation had caused the undertaking of "a voyage in a perilous sea without careful soundings having been previously made." A suspicion, perhaps ungenerous, was also whispered here and there that, when the Bengalee spoke of a *National University*, he was thinking only of the 'Bengalee nation' which a jealous government had sought to divide against itself. Such criticisms cannot be made against the scheme of a National University put forward at Benares during Congress week by the Hon. Pandit Mohun Malaviya. It is a comprehensive scheme taking in the whole of India and the entire range of human knowledge. At the first touch of free public criticism the original idea that it was to be exclusively for Hindus disappeared, and the sound dictum prevailed that, while the colleges may be denominational, the University ought to be undenominational. A large section of Muhammadans is unfortunately the victim of an unwholesome spirit of exclusiveness which we have often deplored in these columns, a spirit which found strong, nay virulent, expression in the address delivered at Aligarh by the Hon. Mr. Syed Muhammad Husain. This split certain designing Anglo-Indians sedulously seek to widen, and we are sorry to say the Muhammadan community lend themselves readily to their insidious influences. We devoutly trust that nothing that may be said or done by these misguided men will provoke the promoters of the great Benares scheme to deviate

even a little from the perfect cosmopolitanism to which they at present stand pledged. As we listened to Pandit Malaviya's exposition of the scheme, he seemed to us not to have risen quite to the height of his theme, but later on clear evidence was forthcoming that the defect lay not in the essentials of the scheme, but in the Pandit's having long and anxiously revolved in his mind those particular aspects of it which appealed in a special way to his patriotic spirit. This truly national or rather all-India character of the scheme being recognised as inviolable, we may proceed to examine some of the ideas that are connected therewith, either as component parts or as glittering accessories.

It must be clearly borne in mind that the idea of a National University as at present put forth is a modern idea, the product of the forces acting now on the mind of Indian peoples. The basic elements that constitute the idea are universal, and have existed in the germ from remote times. Not much is gained therefore by showing how in ancient times the term *Veda* comprehended all knowledge, and how Medicine, Agriculture, *Æsthetics*, and Natural Science had special names in Sanskrit. It will not, for instance, materially advance the Tata University, its organization, or its actual conduct, if all Indians knew to-morrow that of yore scientific and technical knowledge was recognised as such under the name *Sthapatya Veda* or *Artha Sastra*. It may be true that no people will achieve a future who do not believe in a past. But that past has to be real. What historical truth there is in the mental pictures of the old greatness of our land that we cherish with such fond pride, no one can say as yet. That our nation was once young and vigorous and marched forward along

lines of its own with its destiny in its own hands is a fact; that it ever enjoyed the unalloyed prosperity and realised the ideals of the *puranas* is in all probability only a pious dream. A study of our past is useful as inspiration, not essential as guidance. We have to cherish the past as a memory, not to re-create it. Historical continuity, the tendency of our race, the genius of our civilisation—these are abstractions upon which historians and philosophers reason wisely long after the event. But for the practical shaping of a large movement like the one that we are discussing, the value of these abstractions, if they are at all clearly understood, is *nil*. We cannot break from them, if we would. Let us frankly go therefore for the lines of progress to the modern Universities, making such adaptations as our present conditions demand.

To one idea, however, that we derive from the past, particular attention may well be drawn, not because it is not found among modern nations, for it is found among them, but because it represents an ideal from which more perhaps than any other people we have fallen. *Brahmacharya* was a truly noble conception of a student's life. No wonder great souls, Mrs. Besant and Sir Gooroo Dass Banerjee among them, yearn for its restoration in modern education. We cannot know whether it ever was universally or to a large extent followed. Certainly the modern tendency to artificial tastes and luxurious living will prevent its ever becoming an active force among large classes. We believe, however, that great numbers still retain somewhat of the old-world simplicity of life and aversion from conventionalities and social pleasures which, quite as much as the unmarried state, formed the content of the word *brahmacharya*. A *brahmacharin* not only had no wife and

children to care for, but kept his mind fresh for the great vivifying thoughts of the world, and his body ripe for any privations or sacrifices that might be needed in the pursuit of those ideas. India demands an enormous number of *brahmacharins*, who should remain such not merely for the sake of learning and during a certain period of life, but always and for the great work of uplifting the country. If the new University endeavoured to popularise and spread the ideal of *brahmacharya* by exemplifying it in its professors and lecturers and demanding it in its pupils, it would be doing educational work of a kind not hitherto attempted, for it would impart a certain strength of will and sternness of purpose which are sadly lacking at present in the composition of our national character.

The adoption of Hindi as the medium of instruction is one of those bold changes which will be attended with much initial difficulty and even opposition, but which must be carried out at all costs. Bishop Whitehead pointed out some time ago how the necessity of having to imbibe Western education through English makes it impossible for Indians to make the great fruitful ideas of the West their own in the true sense of the phrase. The evil, however, had long been felt. Thoughtful Indians have for many years past regretted that Western science and Western knowledge were not from the beginning taught in India through the vernaculars. Knowledge has indeed filtered down somewhat, as was expected at first. But the process has been very slow indeed, and the result disappointing in the extreme. The present system has taken root in the national life and cannot be easily removed. The example of Japan, so inspiring in other directions, has in education too taught us to hope that with

patient and strenuous labour our dependence on English as a means of popular enlightenment can be gradually shaken off. Hindi has been chosen for obvious reasons as the common language. It is at present spoken by the largest number of Indians. It is connected on the one hand with the language of the Muhammadans and on the other with the languages of Northern India which share with it their origin from Sanskrit. The difficulty of learning it will be greatest in the case of the inhabitants of the South who speak the Dravidian languages. Even to them, however, the long-continued connexion with, and dependence on, Sanskrit of these languages must diminish the difficulty sensibly.

Mrs. Besant has given powerful expression to a duty that the new University will cast on the Zamindars and chiefs and other employers of intelligent labour in the country. The men turned out of the National University might be ever so worthy, but they must be able to find a living. Government may for a long time discountenance the movement and refuse employment to the *Snatakas* and *Adhikaris* of Benares University. Even the profession of the bar may be closed to them. But is there not a sufficiency of demand for the services of truly educated Indians outside these spheres? The co-operation and patronage of all those that have capital and of all those that have patronage will be absolutely indispensable.

This is a day of great dreams and great schemes. Many movements of magnitude are started or proposed to be started. The question is, not whether they are sound in themselves, for they are all well-planned and arise from the feeling that they are needed, but whether the community has sufficient enter-

prise, moral fervour, and doggedness of purpose to bear the enormous and prolonged sacrifices that they entail? One could wish that there were more careful co-ordination of the various schemes now on foot. To take our present scheme for illustration, what is to be inferred from the ignoring in its exposition by Pandit Malaviya of the Benares Central Hindu College? It has cost an enormous sum of money, it is avowedly Hindu and religious in spirit, it is supported by a large and influential body of public men, it is on or near the very site of the proposed University. Surely no better nucleus can be conceived. Again, Bengal has been planning and making promises towards a National University. Will it be merged in the larger scheme? Mr. Surendra Nath thought it probable. But no clear sign has since been afforded of such a desirable consummation. Still we are not without hope. Failures are necessary to success. With the nine lakhs already promised, a fair beginning may be made. The site is ready. Several learned men have promised to undertake the professorial and the tutorial work. Even the *Pioneer* has blessed the movement. If no recrudescence of sectarianism and narrow intolerance be allowed to sway the inner counsels, success may be hoped for in the end, though even failure is not unwelcome.

We welcome to the ranks of Indian Edu-

Two Indian Educational Journalists, "The Educational Periodical" and "The Educationist" and "The Student World."

The first is a weekly published at Madras and started at the end of December last, and the second, a monthly published by the Indian Press, Allahabad. "The Educationist" is essentially a news weekly and gives current educational events in a well-

arranged fashion. The views and tone of the paper are sober and its criticisms and remarks are well worthy of serious attention and perusal. "The Student World" is printed on good paper and illustrated, though we do not think much of the design on the cover. It contains a variety of information on educational matters. Among its prominent features are an English letter and a special page for notes on "Indian Industries."

One outstanding fact respecting education

in the sister Presidency is the harm done by plague in Bombay, 1904-5.

to educational progress. It is a matter for rejoicing that the harm has not been so great as in the previous year. Only 6,611 have fallen victims to the disease, (268 teachers, 6814 pupils and 29 clerks and servants) as against 7,777 of the last year made up of 333 teachers, 7,404 pupils and 40 clerks and servants.

The year has been on the whole one of progress, as will be seen from the following figures:

PUBLIC INSTITUTIONS.

	Pupils.	
	1903-4.	1904-5.
<i>University Education.</i>		
Arts Colleges ...	2,138	2,342
Professional Colleges ...	1,316	1,428
<i>Schools Education, General.</i>		
Secondary Schools ...	46,022	52,043
Primary Schools ...	459,722	533,282
<i>Schools Education, Special.</i>		
Training Schools ...	967	1,083
Other Schools ...	3,314	3,255

PRIVATE INSTITUTIONS.

Advanced ...	3,420	3,821
Elementary, &c. ...	61,461	68,851

The net increase of all institutions is 516 and in pupils 87,743. The percentage of all

pupils under instruction has gone up to 2.6 from 2.2. An advance of .3 per cent. is one to be thankful for.

We cull the following interesting items from the Report—on collegiate education:

At the annual social gathering of the Elphinstonians past and present, Collegiate Education, a piece of plate and an address of congratulation

were presented to Sir Pheroze Shah Mehta K.C.I.E., on the honour of Knighthood conferred on him. Sir Pheroze Shah graduated in 1884, but has always continued to show a great interest in his old college, is a life member of the Gymkhana and a Trustee of the Endowment Funds.

The Principal of the Deccan College, Prof. Selby, remarks on the evil effects of the marriage season upon the regularity of study as also on the irrational arrangement of school hours in the Secondary Schools, which adversely affects the health and physique of students who cannot obtain a regular meal in the middle of the day, and work from 11 A.M. to 5 P.M. with no more sustenance than a few sweetmeats.

Room must be found for the Principal's remarks on the Hindu student's curiosity, and the question of the Matriculation candidate's age. Says Prof. Selby: The complaint is often heard and there is some foundation for it, that Hindu students are wanting in intellectual curiosity. We should hear less of this if the University would recast its paper in the Matriculation examination. Hindu boys, to start with, are, I imagine, as full of curiosity as other boys are, and there is no reason why education should not stimulate and direct their natural inquisitiveness. But when they

find that the surest way to pass into the University is to learn long strings of English idioms, and columns of words like *collusion* and *collision*, which are easily mistaken for one another, it is not surprising that they devote their time to this deadening process, nor is it wonderful in the result if they hate the sound of the word education and hate the sight of a book. This should be altered: and further, no boy should be allowed to matriculate before he is 17. This I conceive to be required in the interests of boys, both physically and mentally."

The Principal of the Fergusson College, Prof. Paranjpe, makes an extremely useful suggestion which might be taken up with advantage: that the Professors should in turn visit Europe and thus improve their knowledge of English and also widen their ideas. We suppose the Principal specially refers to the Indian professors of his college. Mr. Paranjpe's plan may be followed with advantage by all colleges in Bombay and elsewhere. Some of the Professors engaged in teaching English language and literature would do well to profit by the lectures and advice of Prof. Napier and Prof. Saintsbury during their holidays spent in England or Scotland. Similarly for other subjects. A term's work in the Science Laboratory at Edinburgh or Berlin: what a fillip would it not give to the flagging enthusiasm of the science man here! We wish that the responsible authorities of colleges, public and private, arrange for such profitable holiday tours of their Professors.

Turning to Secondary Education we learn that the percentage of passes in the Matriculation Examination was 38.9 (1492

candidates succeeding out of 38,30) ; excluding private candidates, the percentage goes up to 52.4.

The School Final Examination results are of particular interest for us in this presidency as we have the vaguest ideas about the examination and so much was made to hinge upon the examination in the scheme of University Reform that figured prominently in the Madras Senate. This examination recently taken over by the department had five centres: Bombay, Poona, Ahmedabad, Dharwar and Karachi. 503 candidates appeared in all and only 126 passed. Private candidates were strictly excluded. Thus it will be seen that in Bombay the scheme of Examination as now worked is severer than the Matriculation Examination. Later on in the Report the Director says: "During the year under review and for the year 1905-6 the syllabus of the Examination remains practically unchanged, but a revised syllabus will be in 1906, and though the subjects of the Examination have been unaltered so far the method of examination has been materially changed and every effort has been made to create a reasonable and common sense test under which success should be within the reach of every candidate of fair abilities who has studied his subjects under intelligent guidance. The total abolition of prescribed books, provision for oral tests where possible, a reasonable number of compulsory subjects, and great liberty as to optional subjects will be the main features of the Examination in the future, while the object aimed at by the Department is to provide a test which will command the confidence of schools and of the public and may hereafter be accepted as qualifying for entrance to the University."

It is very satisfactory that the Director is able to say of the Government High Schools,

they are gradually approaching nearer to the ideal of model High Schools, and in efficiency of staff and instruction, in discipline, organisation and that smartness and form which mark a good school, they are as a whole superior to Aided Schools. Graduates alone are recruited for service in the High Schools and the Secondary Teachers' Examination adds also to the efficiency of the staff.

The proper working of the rules of recognition keeps up a high level of efficiency in Aided Schools. The qualification of Teachers, provision of adequate accommodation and maintenance of reliable records and behaviour and discipline are matters keenly attended to by the Inspectors and the revised system of Grants-in-aid has made inspection less mechanical than hitherto.

As to Primary Schools, there has been considerable improvement in the equipment of schools and the methods of instruction. "In a fairly good village school one will now not see the walls bare, but hung with form and colour charts, pictures of animals, drawings of plants and other objects sometimes prepared by the masters and sometimes by the pupils themselves." That the methods of instruction have really improved will be seen from the complaint made by a

Patel to an Inspector of Schools, that the people did not send their children to school to sing songs or to play with balls, but to learn reading, writing and arithmetic.

The drawback to progress is the lack of suitable men for the lower paid posts in village schools. The minimum pay of Rs. 7 is found no longer tempting enough to bring in good men.

One noteworthy feature with regard to training in Normal Schools is that the re-training of men who have been found to be imperfectly trained.

An idea of the value of Commercial Education imparted by Byramjee Jeejeebhoy Parsi Charitable Institution and Aiyar's (K. Subramania) Night School of Commerce may be had from the fact that a Bania clerk on Rs. 20 was, after his passing his Chamber of Commerce Examination, sent to Japan to represent a Hindu house of business on Rs. 125 a month. In another instance one of Mr. Subramania Aiyar's pupils successfully took charge of a business at Agra on the sudden death of the Manager.

The Government in its review of the Director's Report compliments him on the zeal and efficiency of his administration of the Department during the year.

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professor to the staff of each. Would the result have been better than it actually has been? Have we not gained anything by allowing the argument to be forgotten in the cases of these two institutions? I do not believe that any who carefully look at the subject will hesitate in answering this question in the affirmative. The essential point is that the Johns Hopkins University did not merely add one to an already over-crowded list, but that it undertook a mission which none of the others was there adequately carrying about. If it did not plant the university idea in American soil, it at least gave it an impetus which has now made it the dominant one in the higher education of almost every state.

The question whether the country at large would have reaped a greater benefit, had the Professors of the University of Chicago, with the appliances they now command, been distributed among fifty or a hundred institutions in every quarter of the land, than it has actually reaped from that university, is one which answers itself. Our two youngest universities have attained success, not because two have thus been added to the number of American institutions of learning but because they had a special mission, required by the advance of the age, for which existing institutions were not adequate.

The conclusion to which these considerations lead is simple. No new institution is needed to pursue work on traditional lines guided by traditional ideas. But, if a new idea is to be vigorously prosecuted, then a young and vigorous, specially organized to put the idea into effect, is necessary. The project of building up in our midst, at the most appropriate point, an organization of leading scientific investigators, for the single purpose of giving a new impetus to American Science and, if possible, elevating the thought of the country and of the world to a higher plane, involves a new idea, which can best be realized by an institution organized for the special purpose. While this purpose is quite in line with that of the leading universities, it goes too far

beyond them to admit of its complete attainment through their instrumentality. The first object of a university is the training of the growing individual for the highest duties of life. Additions to the mass of knowledge have not been its principal function, nor even an important function in our own country, until a recent time. The primary object of the proposed institution is the advance of knowledge and the opening up of new lines of thought, which, it may be hoped, are to prove of great import to humanity. It does not follow that the function of teaching shall be wholly foreign to its activities. It must take up the best young men at the point where universities leave them and train them in the arts of thinking and investigating. But this training will be beyond that which any regular university is carrying out.

In pursuing our theme the question next arises as to the special features of the proposed association. The leading requirement is one that cannot be too highly emphasized. How clearly so-ever the organizers may have in their minds' eye the end in view, they must recognize the fact that it cannot be attained in a day. In every branch of work which is undertaken there must be a single leader, and he must be the best that the country, perhaps even the world, can produce. The required man is not to be found without careful inquiry; in many branches he may be unattainable for years. When such is the case, wait patiently till he appears. Prudence requires that the fewest possible risks would be taken, and that no leader should be chosen except one of tried experience and world-wide reputation. Yet we should not leave wholly out of sight the success of the Johns Hopkins University in selecting, at its very foundation, young men who were to prove themselves the leaders of the future. This experience may admit of being repeated, if it be carefully borne in mind that young men of promise are to be avoided and young men of performance only to be considered. The performance need not be striking: *ex pede Hercules* may be possible; but we must be sure

of the soundness of our judgment before accepting our Hercules. This requires a master. Clerk Maxwell, who never left his native island to visit our shores, is entitled to honour as a promoter of American Science for seeing the lion's paw in the early efforts of Rowland, for which the latter was unable to find a medium of publication in his own country. It must also be admitted that the task is more serious now than it was then, because, from the constantly increasing specialization of science, it has become difficult for a specialist in one line to ascertain the soundness of work in another.

With all the risks that may be involved in the proceeding, it will be quite possible to select an effective body of leaders, young and old, with whom an institution can begin. The wants of these men will be of the most varied kind. One needs scarcely more than a study and library; another must have small pieces of apparatus which he can perhaps design and make for himself. Another may need apparatus and suppliances so expensive that only an institution at least as wealthy as an university would be able to supply them. The apparatus required by others will be very largely human—assistants of every grade from university graduates of the highest standing down to routine drudges and day-laborers. Workrooms there must be; but it is hardly probable that buildings and laboratories of a highly specialized character will be required at the outset. The best counsel will be necessary at every step and in this respect the institution must start from simple beginnings and grow slowly. Leaders must be added one by one, each being judged by those who have preceded him before becoming in his turn a member of the body. As the body grows its members must be kept in personal touch, talk together, pull together, and act together.

The author submits these views to the great body of his fellow citizens interested in the promotion of American Science with the feeling that, though his conclusions may need amendment in details, they rest upon facts of the past and pre-

sent which have not received the consideration which they merit. What he most strongly urges is that the whole subject of the most efficient method of promoting research upon a higher plane shall be considered with special reference to conditions in our own country; and that the lessons taught by the history and progress of scientific research in all countries shall be fully weighed and discussed by these most interested in making this reform of effort a more important feature of our national life. When this is done, he will feel that his purpose in inviting special consideration to his individual views has been in great measure reached.

—SIMON NEWCOMB. (*North American Review*).

THE STUDY OF SPEECH SOUNDS

By Prof. WALTER RIPPMANN, M.A.

I.

THE English have often been charged with speaking their own language badly, and with being almost incapable of pronouncing correctly any other language. The first charge is heartily endorsed by every teacher of elocution, the second by many a teacher of foreign languages. It may be of some interest to consider whether there are any means of remedying the defect indicated.

As a preliminary, it will be necessary to obtain some idea of the stages through which we pass in acquiring such command as we may possess over the sounds of the mother tongue.

The young child hears certain sounds frequently repeated, and sees the movement of the lips. In crying it makes use of the vocal chords. By imitation it learns to use its lips also, and produces its first speech sounds—the combinations *ma* and *pa*. It utters many other sounds. Its muscles serve to produce them in great variety, and it seems to show no particular preference for any of them. Its ear is untrained, and does not distinguish sounds carefully.

In course of time, after innumerable repetitions of the same sounds, the little child comes to imitate them pretty well. Some sounds which it

serve any but the end of education, much less with tasks which serve no purpose but that of harassing and hampering him. Let us examine whether there are any tasks of his which come under this latter category, and of which he might be advantageously relieved.

Of the several exorbitant tasks which press upon the spirit and energy of the teacher none is so exorbitant as the regular setting and correction of home-exercises. These languid, indifferent, off-hand productions of students, because they are done away from the scrutinising eye and the guiding and compelling hand of the teacher, bear not the least sign of the intellect having been used in their composition. The teacher is expected to correct every one of the blunders committed in these books, supply every omission of word or sentence, indeed practically rewrite each and every one of the hundred or hundred and fifty exercises (computing 30 boys for a class, and one exercise a week on each of the mathematical subjects, one on translation, and one on composition the number of exercises comes to the latter estimate) which are brought up to him every week. Woe to him if in spite of all his care a single mis-spelling lurks anywhere in them. The Inspector's eye arrives dead on that mistake. He immediately turns his nose up, throws the note-books aside, and passes the remark "Exercises not corrected." Then sorrow awaits the poor teacher who has to acknowledge his neglect of duty on bended knees to the manager, and where the Inspector's remarks are not taken at their true worth, it may even go so far as to cost him his appointment. Now to return to these exercises, let us see whether the innumerable hours which the teacher gives to them result in any gain to his pupils. The boys will hardly be boys if they entertain a natural desire to see what

improvements have been made in their note-books. Some of them can ill-put up with the disfigurement which the teacher's rude pencil has introduced into the pages of their note-books; most can ill-read the writing of the teacher which is often none of the best. Lastly the opportunities which the students command for studying the teacher's improvements are limited, as these note-books remain so much longer with the teachers than with their legitimate owners. These exercises, if they must be done at all, must be done under the teacher's eye, and the faults set right then and there. The iron must be beaten while it is hot, and not after it has become cold, much less the anvil. But some directors of schools are jealous of permitting the class hours to be utilised for writing exercises. They think that the teacher is saving work for himself. True; but are not the boys benefited more at the same time? Besides, is no limit to be set to the time which the teachers should devote directly to the service of his pupils? Are not 4½ hours a day which is the rule in most schools and 5 hours a day which is the rule in some others, handsome enough, seeing that even mechanical labourers do not work more than 6 hours a day? But this is ignored by most people whose object would seem to be that, whether their labour results in any good to the students or not, the teachers should sweat enough for the pay that they draw. I hear there is a circular issued by the late Director of Public Instruction to all Headmasters that all exercises of pupils should be done at school. I shall be obliged to any one who will tell me whether I am rightly informed or not; but circular, or not, the present enormous exercise system requires to be unqualifiedly condemned, as of next to no benefit to the students, and as doing the greatest possible harm to teachers, sapping their time, energy, intellect, and very being.

The next point I would touch upon is the teacher's accountability for results. Now this is a burden which does not press so heavily on his shoulders, for results naturally attend upon true education. But they do not all depend upon the teacher's efforts. They depend upon suitable materials also. If his students have no interest in study, or if their faculties are ill-adapted for learning, let the teacher work never so hard, his results cannot come up to those of another who is more favourably situated in these respects. So it is hard to expect a teacher to produce a uniform standard of results year by year, and to hold him strictly to account for any deficiencies from that standard in any particular year. Again, as there is a way of attaining results by the rod alone without the communication of a spark of idea or interest to the pupils, the method by which results are attained must also be taken into calculation in estimating the true worth and value of a teacher.

Now I will come to the third point, i.e., the keeping of what is called a number-register to which much importance is attached in some schools. A vicious system of teaching is bound up with this number system, i.e., a system of teaching by examination. The teacher sets the students every day some work to be done at home, and he makes it his chief duty to see how far the students have done that work, to arrange them according to the degree of thoroughness with which they have done it, and carefully mark the places occupied by the several students in his register. Under the system the progress manifested by all but a few students is extremely poor; for it is well-known that most boys have a marked aversion to intellectual labour, and loss of marks in the class is not enough to make them apply themselves to it. There is an intellectual inertia

in them which has to be overcome. Besides, their powers are feeble, and can march but limpingly over any given intellectual ground. They require to be taken in hand, as it were, and led over it step by step. The teacher has to set them at work in the class, (for nothing but the personal compulsion of the teacher will make them engage in it), watch them closely, smooth each difficulty as it arises and create a taste in them for intellectual work. Let me explain by an illustration. Suppose a proposition in Euclid has been set to the students, and the majority repelled by its difficulty come unprepared with it. The teacher's duty in that case is not finished by giving them zero in his register, and afterwards explaining the proposition, once or twice, from his chair. He must make the students open their book, read that proposition in the class, put them on the track of understanding it, and remaining by their side, urge and help them on till they find no difficulty about it; or suppose it is a sum in Arithmetic, some students are at a loss how to set about it, and so they are beating the devil's tattoo with their pencils. They want just a hint to finish the sum at a stroke, now when their minds have warmed towards it. Is the teacher to wrap himself in strict silence, as the marks system demands, to the end of the time allotted for that sum and after leisurely examining the students' slates or note-books, return to the board, and explain the sum at one stretch, losing the most favourable moment for driving the sum deep into the minds of those to whom it has proved too hard? It is most absurd to sacrifice the vital interests of students for the mere fetish of marks. But why so many arguments to condemn a system which has, *prima facie*, so little to recommend it? The waste of time, the noise, the challenges, the

subterfuges, the perjuries, the debasement, the perversion, and the vitiation of character to which it gives rise defy description.

It may be occasionally indulged in as a stimulus or a diversion, but to insist on it every day and in every lesson is nothing but to make the teacher neglect his more important functions.

Next let me come to the weekly, or fortnightly examinations which are in vogue in many places in this Presidency. Now when the Lower Secondary Examination has been abolished, and the F.A. proposed to be abolished, the reflection might have naturally arisen in a great many minds that examinations, strictly so called, are not so superior and valuable a method of training that we cannot have too many of them. Examinations are a test of progress, and not a means of progress. Seeing how much written examinations cost the teachers in labour and in time, and to what anxiety and strain they subject the pupils, if no proportionate benefit arises from them, then, examinations should not be cruelly and thoughtlessly multiplied, but confined to the number which reason dictates, or circumstances render absolutely necessary. I would ask some more things for the teacher, especially his exemption from the superintendence of gymnastics; but I dare not, for some may be of opinion that I have already asked too much. To them, however, I will say this. The profession of the teacher is a sacrifice. The teacher will, and must sacrifice himself, whether you want him, or no. Do you want him to sacrifice himself to note-books and examination papers which do nobody any good or to some good and noble end? Ah! let him sacrifice himself for the spread of knowledge, for finding the key to open the dullest intellect and the most frigid heart, for the saturation of your sons

not only with vocables and symbols, but with ideas true, beautiful and noble, for making them not only pass examinations, but noble, strong and happy! To this end, the more leisure you give the teacher, the less you make a hack of him, the better.

V. JAYARAM AIYAR.

EDUCATION OF THE MASSES.*

SAYS Ruskin: "God has lent us the earth for our life; it is a great entail. It belongs as much to them who are to come after us, and whose names are already written in the book of creation, as to us; and we have no right by anything we do, or neglect, to involve them in unnecessary penalties or deprive them of benefits which it was in our power to bequeath."

Gentlemen, we have met here to-day to consider the second of the two conceits uttered by the great thinker: viz., we have no right to deprive our posterity of the benefits which it was in our power to bequeath. To begin with, I may say that the vast importance of the question, "In what way are efficient means to be provided for the education of the people?" is now almost universally recognised. All lovers of their country look to the general spread of sound education as among the most certain means of elevating its peoples and bettering their condition. The importance of the question is admitted, and there is, on all sides, a desire expressed that "something should be done." Everywhere the same sense of the importance of education, and the same earnest desire to see it speedily solved, are clearly manifested. Thus the question of National Education is brought to the front.

* A paper read by Mr. Asirvadam David, B.A., at Pachaiyappa's Hall, on the 15th December 1905.

What, we must first enquire, is to be understood by National Education? In its popular and generally-understood sense, it means such a provision made by the nation for education, that no child shall grow up in ignorance. This education, by itself, may be defined as instruction in those branches of knowledge most useful and important to the child. But there is another view of the education of the children as opposed to school education, which is unfortunately seldom brought into prominent notice, but which is of the utmost consequence, viz., that if a child is not educated in school or at home, he is educated in the streets; if not instructed by teachers, then by companions older than himself in wickedness; if not educated in virtue, then in vice; and that the latter kind of education is, by the very nature of man, usually more thorough and more efficient of its kind than the former.

With these introductory remarks may we pass on to the consideration of National Education in India. The resolution of the Government of India of 1904, says in section (2):—

"The advent of British rule found in India systems of education of great antiquity existing among both Hindus and Muhammadans, in each case closely bound up with their religious institutions. To give and to receive instruction was enjoined by the sacred books of the Brahmins. Schools of learning were formed in centres containing considerable high-caste populations, where Pundits gave instruction in Sanskrit Grammar, Logic, Philosophy and Law. For the lower classes, village schools were scattered over the country in which a rudimentary education was given to the children of traders, petty land-holders, and well-to-do cultivators. The higher education of Muhammadans was in the hands of men of learning, who devoted themselves to

the instruction of youth. Schools were attached to mosques, and shrines, and supported by State grants in cash or land or by private liberality. The course of study in a Muhammadan place of learning included Grammar, Rhetoric, Logic, Literature, Jurisprudence, and Science." This clearly shows that before education in the modern sense was introduced there had been other ideals, plans and systems of education in India. Confining my remarks to the Tamils of South India I may say without fear of contradiction that these are the clearest evidences of the fact that institutions of learning were well-endowed, well-organised and nobly patronised. I believe the same or much more might be said on behalf of other parts of India where Sanskrit learning prevailed. Even to this day we find the tendency in men of wealth to consider it an act of merit to endow learning. On such occasions they do not wait for State aid, but do what they do for learning's sake. From what I have stated above I think I am justified in concluding that before the British rule the people of this land considered the education of their fellow citizens a sacred duty—as a duty devolving on them by a rule of nature. At the commencement of the British rule the institutions of learning of the Hindus and Muhammadans were allowed to do their work without any interruption. In fact they were encouraged to extend their spheres of usefulness, for we are told that the Calcutta Madrasa for Muhammadans was founded by Warren Hastings in 1782, and the Benares College for Hindus was established in 1792, while in 1813 the Governor-General in Council was directed to set apart one lakh of rupees for the spread of education.

The Government of India Resolution referred to above says that "this grant was at first applied to the encouragement of oriental

methods of instruction by paying stipends to students." Then followed reforms in educational methods, Macaulay's famous minute of 1835 which decided the English Language to be the vehicle of instruction, and the Despatch of 1854 which ushered in the present order of things educational in this country. All that is a matter of history now.

Gentlemen, we have nothing but cause for thankfulness to the Providence of History and to the British rule when we reflect how great is the progress that the peoples of India have made in education according to Western methods. Compare 1 lakh spent in 1813 with 178 lakhs spent in 1904; the 2½ millions pupils in 1882 with 4½ millions after 23 years. The Government of India resolution says: "It is a striking feature of the system, and one which must constantly be borne in mind when dwelling upon its imperfections, that its total cost to the public funds, provincial and local together, falls short of £1,300,000 annually. The wider extension of education in India is chiefly a matter of increased expenditure; and any material improvement of its quality is largely dependent upon the same condition."

According to the Census Report of 1901 only 1 male in every 10, and 1 female in every 144 are able to read and write. According to the latest report of the Director of Public Instruction, the percentage of male pupils under instruction is only 27·8, while that of female pupils is only 4·8 with reference to population. With reference to villages the number of institutions giving instruction to males is 46·9%, and that giving instruction to females is 1·9%. Gentlemen, these figures clearly show that a good part of the road to progress in education is yet untravelled. The direct expenditure on Education by the Government of this Presidency during 1903-1904 was

Rs. 66,16,189. Adding the money indirectly spent on Education, the total amount spent by Government comes up to Rs. 89,11,296. I find that the London County Council has estimated the cost of Higher Education for 1905 at £544,900 and that of Elementary Education at £3,486,069 or Rs. 614,64,535. If we treble the total expenditure by Government on Education in this Presidency, it will be Rs. 267,33,888, an amount which is less than a half of what the London County Council hopes to spend on Education in London.

In the administration of a vast country like ours the claims for help on the part of departments are not less important than that of Education, when their claims are imperative and urgent, the Government must needs be powerless to do all it might wish. And the Director of Public Instruction of this Presidency very justly remarks in the close of his report with reference to *Secondary Instruction*: "In view of the limited resources of the Department and the pressure of other claims, the share of aid from public funds which it (*viz.*, Secondary Education) now receives will be gradually withdrawn." The other claims referred to by the Director are *Primary Education*, *Rural Schools* and *Industrial Schools*. This gradual withdrawal of aid from Secondary Education is in accordance with the recommendation of the Education Commission of 1883. The Government of India Resolution says: "The progressive devolution of primary, secondary, and collegiate education upon *private* enterprise; and the continuous withdrawal of Government from competing therewith was recommended by the Education Commission in 1883, and the advice has been generally acted upon." The same Resolution in *Sec. 22 on Secondary Education* says: "In all provinces there is considerable eagerness among parents to

afford their sons an English education, and the provision and maintenance of a High school are common objects of liberality among all sections of the community."

Gentlemen, from all that has been stated above three important facts may be brought into prominence: (1) that in spite of all that has been done in the past, there still remain ¾ths of the people not brought under instruction in the modern sense of education; (2) that the State is not able to spend more on education in general, on Secondary Education in particular, and (3) that the people are awakening to a sense of their duty to their children in regard to the all important privilege of acquiring knowledge.

Let me ask your attention for a little when I place before you the attitude of the common people of England and Wales about the same time that the famous Despatch of 1854 was written: A writer of that time says: "There are hundreds of thousands of children in the country whose parents have no idea of the value of education, and who have no desire that their children should receive it. They do not think education a bad thing or good thing: they have never thought of it at all, and are utterly indifferent on the subject. Many who do send their children cannot resist the temptation of removing them at a very early age from school, and placing them to work of some kind for which they receive wages." It was found that in 30 schools in London, and 26 in country towns or large villages, out of nearly 10,000 children, ¾ths were under 11 years of age and only ¼ were above 12. At a school in Sheffield, attended by 150 boys, the average age of children in the 1st, and 2nd or highest classes, is only 7½ years; at other schools in Yorkshire, out of 82 children, only 1 was 13 years of age—

of 37 girls not one 10 years old; and in a school of 120, there was only 1 child of 12 years." Most of these schools were in a great measure supported by subscriptions. The same writer goes on to say: "At the close of the last (*i.e.*, the 18th century) the educational aspect of England and Wales was dreary in the extreme. Seldom among the poorer classes was the desire for education manifested, and though there existed many endowed and Grammar schools, yet they were almost, in every instance, managed in such a way as to be beyond the reach of the poor man." At a time like this the "*monitorial system*" was introduced in 1800 by Dr. Andrew Bell and Joseph Lancaster, as by it large numbers of children could be taught at little expense. This system soon found favor in the country and the earnest labours of these two great teachers soon drew round them sympathizers, friends and helpers. The anecdote is told that when Lancaster had an interview with George III in 1805, His Majesty gave expression to the memorable and pious wish "that every poor child in my dominions may be able to read his Bible." That that wish has been realised to a large extent in the reigns of his grand-daughter, our late noble Empress and his great grandson, our Sovereign Lord, Emperor Edward VII is indicated by what I stated a little while ago that the London County Council estimated the cost of Higher Education at £544,900 and that of Elementary at £3,486,069 for 1905.

Under the inspiration of the two men Bell and Lancaster, the *National Society* and the *British and Foreign School Society* were brought into Society. The British and Foreign School Society was organised at a meeting in 1807 presided over by Lord Brougham. It was to be an institution for promoting the

education of the labouring and manufacturing classes of society of every religious persuasion; while the National Society was promoting the education of the poor in the principles of the established Church throughout England and Wales.

The leading objects of those two societies were similar. They did not undertake the great task of educating the people, they simply professed to promote it. If a district applied on good grounds, for assistance, it was granted; if it did not apply, the societies did not interfere. Both societies had central schools for the children of the poor in the immediate neighbourhood, establishments for training teachers; they gave assistance and advice, supplied teachers, school-books, maps, &c., to such localities as applied for them and agreed to conduct the schools on the principles adopted by the society making the grant. Schools founded on the principles of these societies were afterwards founded all over the country, as well as in several British colonies.

Gentlemen, I beg leave to state that the state of education for the common people about the middle of the last century affords a parallel to the state of education here, in South India.

The Government of India resolution refers to the anxiety of parents to give a sound High school education to their children. Leaving such parents out of account, there are the myriads in hundreds of villages who are still indifferent to the benefits of education. That resolution is too sanguine of the future, when it reads that "the provision and maintenance of a high school are common objects of liberality among all sections of the community."

Gentlemen, I do not venture to question the presence of liberal instincts in my fellow-

countrymen. Standing as I do in this great hall erected to the pious memory of a noble Indian soul and knowing as I do how the heart-throb of many a pious Indian is to erect fauces of prayer to the glory of the Great Father, I say, I dare not attempt to say anything that may savour of casting a slur on the character for liberality evinced by my countrymen.

The writer whom I have been quoting freely, indicates the public sentiment in 1856 with reference to education by reference to reports of Inspectors. An Inspector wrote: "I could speak, for instance, of a school in a densely-populated locality, into which not a single layman had once gone during the space of 12 months; and of another maintained by a resident clergyman whose very meals were curtailed to supply the necessary funds." Another Inspector wrote, "that from three parishes, three land-owners drew incomes amounting altogether to £27,000 per annum, and their combined subscriptions to the school were £32, while two other proprietors drew £3,500 per annum and subscribed nothing." But, thanks to Dr. Bell and Lancaster, the initiative taken by them in the early eighties and the support given them by noble men of the type of the great Lord Brougham, the whole aspect has completely changed.

I plead that "the provision and maintenance of a High school are not yet common objects of liberality among all sections of the community." Moreover the section of the resolution *in re* Secondary Education lays down among others the following conditions that may tell disastrously on the existence of several Secondary schools maintained under private management: The first is:—

- (1) "Its financial stability must be assured and the managing body must be properly constituted

- (2) Due provision should be made for the instruction, health, recreation and discipline of pupils.
- (3) The teachers should be suitable as regards character, number and qualifications.
- (4) The fees paid should not involve such competition with any existing school as will be unfair and injurious to the interests of education."

Gentlemen, this is neither the time nor the occasion to discuss whether the conclusions arrived at by the Government square with the existing facts or not. I for one have been always guided by the principle that when large interests are involved in any question it is the duty of those who belong to the rank and file of the army workers to work on the lines marked out by those who occupying positions of responsibility have duly weighed matters before they give shape to rules and plans. I feel that schoolmasters and those directly interested in the education of the people are loyally bound to consider the difficulties the State or those in authority experience in finding the funds to finance the educational institutions of the country.

The Great Britain of to-day, which is our example, is educationally what it is, not solely with the help and encouragement of the State but with the substantial subscriptions, donations and endowments of her great middle-class citizens. I feel it is the duty of schoolmasters to take it upon themselves as a labour of love to advocate the cause of education with the parents and the well-to-do citizens of the localities in which their schools exist and seek to enlist their sympathy on the side of popular education. It is said that the British and Foreign School Society started at the instance of Lancaster, employed agents in different parts of the country, who visited schools, met

committees, obtained aid for the parent society and held public meetings at which the obligations of the community to provide instruction for the poor and ignorant were enforced.

Gentlemen, when it is remembered that $\frac{3}{4}$ ths of our fellow citizens are yet in a state of ignorance and when it is also remembered that the State cannot on its own initiative reach those myriads for many decades yet to come, is it not the sacred duty of those who have already received the benefits of education to endeavour to help to sow the seeds of learning broadcast over the land? Gentlemen, I plead for the formation of a Central Society for South India which will open branches in every district with a view to raise funds for helping schools under purely Indian management and for opening schools of all grades where there are none at present. As the two great Societies of Great Britain started by Bell and Lancaster did then, the function of the Central Society should be not the task of educating the people and directing the course of instruction—for that will be little less than a Herculean task. That portion of the work may well be done by the officers appointed by the State. The work it will have to do will consist in supplying the needs of such schools as come under their support. Owing to the withdrawal of aid from Secondary Education several institutions purely Indian or Missionary are likely to suffer. The conditions laid down will require an increased expenditure on the teaching-staff, educational appliances.

I wish to offer, in passing, a few remarks on the qualifications of teachers and the rate of fees to be levied.

If the quality of instruction given in our High schools is to be improved it must be only by securing teachers of capacity. In order to this, Managers should be prepared to

offer almost double the salaries they now give to attract the best men. Without discrediting the selections made by that very useful institution, the Teachers' College, I beg leave to state that the cream of young University-men are attracted to public services and the legal profession. I am aware of some exceptions—some good exceptions now and then. But as a rule in many cases it seems the last resort of those who failing to obtain anything elsewhere or who not having the wherewithal to pursue their studies for the Medical, Engineering or the Legal Professions, find the Teaching Profession a second best. When such have become teachers, they need not still be unfit to carry on the responsible work undertaken by them if their remuneration for work place them in a position to keep up their habits of study and preserve their body and soul in ease and comfort for the better fulfilment of their noble task. Gentlemen, pardon a little plain speaking with reference to this point. It is thought that any salary, however small, is good enough for a schoolmaster. I have known Municipal Boards and Managers wrangling with all the earnestness and force worthy of a better cause, for the grant of an increment of one rupee to a hard-worked Primary schoolmaster getting a salary of Rs. 6 or 7 a month. Many years ago, on an occasion different from ours to-day, at an Edinburgh political gathering Lord Rosebery was welcomed to the Presidentship with the unanimous cry of "*Raise the chair.*" I adopt the cry to our present requirements in carrying out a sound educational policy, "*Raise the chair.*" Elevate the schoolmaster, let him not lose the sense of self-respect implanted in him by nature and glowing within his breast by reason of the culture he has had—let him not feel that low wages mean a lower position in society.

As regards *fees*, please permit me to say a few words. This is a question on which many educationists have lent a too willing ear to the popular cry of "no fees, no learning." I do not for a moment deny that in the matter of conducting a school as in everything else we must follow the guidance of nature. There should be a provision for the education of the children of the well-to-do classes of citizens. In a school intended for such children the rates of fees may be sufficiently high and the income of the school increased so that a more highly-paid and therefore, more efficient staff of teachers may be employed. For example, in a large city like this there might be a few schools for the children of well-to-do parents. But the important consideration, shall all schools charge the rates of fees levied in high-class institutions? The problem of the middle-class poor is eternally with us. I think this is the point where a National School Society might come to the rescue of students unable to pay their fees. Within my experience I have known scores and scores of pupils who have had to give up completing the secondary course simply for want of means. I am in duty bound to pay the well-merited tribute of praise to the managers of several Mission schools who within the past half a century have helped on many a poor student through a school course. Now that the subject of the education of our people on a wider scale is before us, a definite step should, in my humble opinion, be taken forward to help schools encouraging the middle-class-poor to benefit by the education of the present-day.

I go a step further and propose that in every large town where there are one or two schools for the wealthier class of pupils, a secondary school might with great benefit be run for the benefit of the poor. As such

schools will provoke the greater scrutiny of the Government Inspectors of Schools and rightly too, it will be the duty of a National School Society to supply such schools with furniture, &c., and to help the management to maintain a duly qualified staff of teachers.

Quite recently I came to know of the existence of a High school in a town of the Tinnevely District. The wealthy cotton-growers and cotton-merchants of Virudupatti are maintaining a High school in which pupils study free of all charges. The salaries of the teachers are paid out of a general fund raised by instituting a sort of a capitation-tax in a particular community. That fund was first mainly collected for religious purposes; but the counsels of the wiser few prevailed at a fortunate moment and the community is to-day maintaining a large school, open to all classes of pupils.

The wealthy Nattu Cottai Chettyars of the south have been long known for their liberality towards the maintenance of Temple charities. One of their leaders was recently my railway companion. I broached the subject of national educational endowments and suggested the setting apart by their community of a portion of their funds out of which they are now known to spend on the renovation and upkeep of ancient temples and sacred shrines. I had almost half-a-promise from him that if ever the question was raised in a public manner he would do all in his power to recommend the cause to his people.

Gentlemen, I think I have said all I wished to say on this occasion. The great task of helping the State to give the benefits of education to the great mass of our fellow-citizens lies before us. Shall it be said of us by posterity that we their ancestors by our neglect deprived them of the benefits which it was in our power to give?

COMMON-ROOM PAPERS

CONCERNING INSPECTION,

By STANLEY C. ROWLAND, B.A.

THAT the general effect of organised inspection of schools has been good none will deny. The system has been in existence long enough now to admit of an estimate of some of the changes and tendencies due to its influence.

The most obvious and salutary effect of inspection has been a general bracing up and smartening of educational activity. Method and regularity, the parents of efficiency, have at length asserted themselves—and only those acquainted with our grammar schools in pre-inspector days can realise the extent of reform implied in these two words.

No more kaleidoscopic time-tables, ever shifting to suit the changing humours of the headmaster, the exigencies of the moment, or the casual pressure of importunate parents; no more incidental holidays* at the request of some benign presider over school functions, to compensate for boring the boys with his oratory.

A business-like atmosphere now pervades the class-room. No longer are boys utilised for any clerical work that may crop up in connection with the school, or despatched on errands, or pitched *en masse* into another form-room in order to set their master at liberty on one pretext or another.

Again, in class-teaching much has had to be altered; masters are obliged to devote more time to preparing and mapping out their lessons beforehand, to demand a higher standard of neatness in the work shown up, and in many cases to reform their method of corrections.

The great drawback to external supervision of any work, scholastic or otherwise, is the inclination on the part of the supervised to encourage conformity to the letter without the spirit; and this evil

* A significant term for such a holiday is employed in the statutes of one of our public schools. On the occasion of a bishop's visit it is a time-honoured custom for him to close his address with an appeal on behalf of the school for a "remedy."

will be found at the base of any adverse criticisms contained in this article.

The question of corrections is the first instance of the kind.

Because an inspector finds a mistake left unmarked in a boy's exercise-book, correction of work in class by the boys themselves is condemned root and branch; masters are thereupon required personally to examine every single word written by their boys; and the result is the carrying home of a load of books every night to be doggedly perused and minutely corrected by the jaded schoolmaster, cheered by the knowledge that nine-tenths—in the case of young boys, all—of his labour is mere waste; for the keenness or interest aroused in a boy by his evening's work will have evaporated by the time the same is returned to him—of necessity two days after its composition.

It is against this that Mr. A. C. Benson protests so strongly in *The Schoolmaster*.

Every one is familiar with the picture of the High School mistress and her pile of exercise books, with the neat and conscientious marginal corrections in red ink. But in dealing with girls there is, perhaps, some small return for all this sacrifice of time and energy. The feminine nature is more conscientious and more given to minutiae, and has not the generous, quick-change activity of the genus boy; the girl develops the power of concentration and prolonged attention to a subject earlier than the boy, who likes to have the matter in hand treated "when hot," and cleared off and done with, making way for the next item. Staleness is the *bête noire* of young boys; and herein the system stands condemned, and doubly condemned, for it renders both work and teacher stale.

Now, home-work should be dealt with at once, at the beginning of each lesson.

With a class of twenty boys, and a period of three-quarters of an hour per lesson, how is this to be done without unduly encroaching on the time for teaching?

Where there is a reliable spirit of honesty in a class—and any master worth his salt can gauge its

presence—each boy should check his own work from the correct version dictated by the teacher; if the subject is composition in a foreign language it will be advisable to lay stress on the pupils keeping their text-books open for reference, and it is also worth explaining the reason for the system; otherwise the boys will consider it merely a means adopted for saving time and trouble on the part of the master.

Where there are one or two members of a class who cannot be sufficiently trusted, the method of exchange must be followed, but not the old system of A correcting B's, and B correcting A's work. This is a direct incentive to mutual dishonesty. Instead the books should be circulated in one direction, A to B, B to C, D to E . . . Y to Z, and Z to A. This can be varied by inverse rotation, by a second rotation, and in various other ways, thus avoiding all possibility of collusion, and giving the boys additional practice in the examination of each other's work.

A simple precaution serviceable in all cases is to insist on every boy having a pencil in his hand when correcting; there is then little difficulty in detecting any attempt at "faking."

In dealing with mathematics, each boy should, if possible, correct his own work, otherwise much opportunity of enlightenment is lost; the answers may be read out, and the class then set to work on an easy rule while the master makes a rapid tour of inspection—noting those sums which have caused most difficulty, the method employed, and also, may be, giving additional marks for neatness.

It is hardly necessary to add that a master who is in touch with the spirit of his form will be always very slow to call a boy's honesty in question; once an atmosphere of suspicion is introduced into a form, the difficulties of correcting in class are increased tenfold.

Such incidents as the following show the great need for circumspection and avoidance of hasty judgment. A boy may have for home-work a sum of a simple nature—e.g., addition or multiplication—

not requiring minute examination on the teacher's part. He gets the answer right. An inspector leisurely studying the boy's exercise-book discovers an error in one figure of the sum, rendering a correct answer impossible. Verdict: dishonest boy, lax teacher. Explanation: the boy, an exemplary worker, has first made a rough copy of his work at home and the error has occurred in transcription.

In the case of both methods explained above supervision on the part of the master is, of course, necessary; sudden and unexpected inspection of books, and heavy penalties in the way of loss of marks will keep the class keen and accurate.

And what if an occasional error should pass unnoticed? Is it of such appalling consequences as to justify the enormous expenditure of time involved in any other method?

Surely here is a case for the exercise of generous common-sense on the part of inspectors, and not for the sledge-hammer or *ex pede* condemnation.

It is not to be supposed that correcting in all subjects can fitly be left to the boys; in the case of science in particular, in much mathematical and English work, and with advanced work generally, personal inspection of exercise-books by the teacher is essential. But taking the question as a whole, far more enthusiastic and satisfactory work will be done by the teacher if the Government adopt a more liberal-minded treatment in matters of this kind.

The importance here attached to the question of corrections may appear exaggerated to the casual reader; but the practical teacher knows how largely progress in class-teaching depends on the proper economy of time, especially now that short periods have been so generally adopted in school timetables.

One of the good general effects of inspection already mentioned is the introduction of a more brisk atmosphere into the class-room. But a protest must here be entered against the idea that to secure such briskness the teacher should be continually "on the move." Boys are sufficiently rest-

less themselves—and any means of "letting off" this exuberant activity should be seized whenever possible; but to be oneself a source of disturbance to the element of studious quiet that is at times so essential to good work is a pernicious form of supererogation. The writer has seen men, whose forms are engaged in such subjects as essay-writing, pacing up and down their rooms, correcting work in their hands as they go—a proceeding inconvenient enough in itself—while at the same time rendering impossible on the part of the boys that concentrated thought which all good composition demands.

Briskness is an excellent feature in schools, but in excess it becomes fussiness. Repose need not be synonymous with slumber, and it will be a great loss if the influence of codified elementary education should succeed in banishing from the secondary precincts this necessary concomitant of all higher exercise of the mental faculties.

The unique feature of Government-supervised education in England as compared with other countries is generally understood to be the absence of red-tapism. But are no precautions necessary to ensure the maintenance of this elasticity of treatment, by which educational vitality and progress are secured? It is no conscious malign purpose of the Board of Education that is here hinted at; how consistently liberal-minded are their intentions is shown by the excellent leaflets issued periodically from Whitehall, laying down suggestions for the treatment of various subjects. (Incidentally it may be asked: Why should not the Board of Education supply these leaflets, as they are issued, to all schoolmasters—or at least to such as are on the Register*—in the same generous way as the Board of Agriculture and Fisheries distribute their enlightening periodicals?)

At the same time it is in these very "suggestions" that lurk the germs of a destructive conformity. For unless every encouragement, not to

* Any small recognition of secondary teachers on *Column B* would be polite and politic.

may inducement, is given to the working out of original lines of treatment—always, that is, within the broad limits prescribed by the central authority—headmasters who wish to ensure the approval of inspectors will be inclined to insist on a rigid adherence to the methods recommended by the Board; so that ultimately these suggestions, admirable in intention, may acquire all the deadening influence of red-tape regulations.—*School.*

GERMAN IN GERMAN SCHOOLS,

By ELIZABETH LEE.

IN 1693, JOHN LOCKE wrote: "Since it is English that the English gentleman will have constant use of, that is the language he should chiefly cultivate." He continues by deploring the universal neglect of the study of English, and that no care is taken to improve young men in their own language so "that they may thoroughly understand and become masters of it. If any one among us have a facility or purity more than ordinary in his mother tongue, it is owing to chance, or his genius, or anything rather than to his education, or any care of his teacher."

Foreign nations are, he finds, more sensible: "We see the policy of some of our neighbours hath not thought it beneath the public care to promote and reward the improvement of their own language. Polishing and enriching their tongue is no small business amongst them: it hath colleges and stipends appointed it, and there is raised among them a great ambition and emulation of writing correctly."

The philosopher concludes thus: "Whatever foreign languages a young man meddles with (and the more he knows the better), that which he should critically study and labour to get a facility, clearness, and elegancy to express himself in, should be his own, and to this purpose he should daily be exercised in it."

Could Locke revisit the earth, he would scarcely note much improvement in the teaching of English in this country, while he would find our neighbours still basing a liberal education on the careful study of the vernacular.

Intelligent visitors to German higher schools cannot fail to be impressed with the admirable methods of teaching language and literature employed in them, whether German, English, or French. But what he finds, perhaps, most striking is the important place assigned in the curriculum to *Deutsch* (German).^{*} Eight to ten hours a week are devoted to *Deutsch* in the lower classes, and never less than four or five in the upper classes. Even in the time-table of a Lyceum for girls who wish to pursue their studies after leaving school, *Deutsch* fills six hours a week. So that when the pupil leaves school at the age of sixteen or seventeen, unless he is extraordinarily stupid or has been extraordinarily idle and inattentive, and idleness and inattention are not easy of accomplishment in a German school, he will necessarily possess a competent knowledge of the literature of his country, ability to express himself clearly and even attractively—the familiar letters of cultivated Germans invariably contain the prettiest and most appropriate turns—in his own language, and, further, a basis of culture will have been laid that possibly accounts in some measure for the far more critical attitude of the educated public in Germany towards literature, art, and the stage than obtains in England.

One of the most notable features in German methods of teaching, and one which applies to all subjects, is the thorough systematic preparation insisted on before a fresh step forward is taken. This fact is well illustrated by the directions of a German writing-master about to initiate a small boy into the mysteries of the art of calligraphy. *Eintauchen!* (Dip your pen in the ink.) *Abstreichen!* (Draw it across the rim of the ink-pot to wipe off any superfluous liquid and so avoid the customary blot.) *Ansetzen!* (Begin.) In the same way, if a girl goes to a technical school desiring to learn dressmaking or millinery, before she is allowed to handle gown or bonnet she must acquire proficiency

^{*} It should be clearly understood that "*Deutsch*" never includes history or geography but deals solely with language and literature.

in all the varieties of sewing that go to the making of a dress or the trimming of a hat. The complaint most constantly heard from German professors and teachers of their English pupils or assistants is their lack of adequate previous preparation for the work they desire to undertake.

The plan of the study of *Deutsch* will perhaps be best understood from a rough synopsis of a year's work in a very large and important girls' high-school in North Germany. It must be remembered that the school course extends over ten years: there are, as a rule, ten classes in the school in each of which the pupil spends a year, beginning in the lowest, Class X.—Class I, being always the highest class in the school.

In Classes IX to V the literature teaching consists of reading aloud, the learning of poems by heart, the study of twenty short pieces of prose and poetry, varying of course in each class and gradually increasing in difficulty. Essay writing is begun in the second half-year of Class VIII., six short essays being required. In Classes VII to V fifteen short essays are required each year: among the subjects lately set we noticed—"Ulysses at the Court of Alcinoüs," "Our garden in spring," "A marvellous rescue," "An hour at the railway-station," "Luther before Ursula Cotta's house." The grammar teaching is carried out as follows:

Class IX.—Subject, predicate, and their complements; nouns, adjectives, verbs, and pronouns the use of the full stop and the note of interrogation.

Class VIII.—The comparison of adjectives and adverbs; numerals; simple word-formation; the use of the comma.

Class VII.—The different kinds of dependent clauses.

Class VI.—The complex sentence; the use of the colon and the dash.

Class V.—Foreign words and names in general use; exercises in punctuation using all the stops. The teaching gradually becomes more advanced

as the classes rise, but the ground already traversed is always gone over again.

In Classes IV to I literature and essays writing assume greater importance, but reading aloud, the learning of poetry by heart, and the general repetition of the previous language-teaching still form an essential part of the work. As in Germany it is not considered undignified to gain knowledge of a literature through translation, in Class IV selections from Homer's *Iliad* and *Odyssey* are read in a good German version. Teachers of English know to their cost how ignorant girls who have learnt no Greek or Latin, and they form the greater proportion, are of the works belonging to the two great literatures of antiquity that have influenced the modern world of culture. The rudiments of prosody are taught in connection with the Homer readings. The twenty pieces of prose and poetry to be studied in the year are chosen from authors of the eighteenth and nineteenth centuries, and the biographies of those particular authors supply material for brief lectures. In Class III, much the same course is pursued. The *Nibelungenlied* and *Gudrun* (in epitome) and Schiller's *Wilhelm Tell* are read. Prosody and the classification of poetry—epic, lyric, and so forth—are studied. Ten long essays, two of which must be written in class (time allowed, four hours) and four short essays written in class (time allowed, four hours) and four short essays written in class (time allowed one hour) are required in the year. The subjects for the longer class essays were: "How I like to spend my holidays" and "The Greek Theatre" (based on Schiller's *Die Kraniche des Ibykus*, which had been read and studied). Among other subjects were: "The Village Fiddler" (based on a famous picture by Hans Thoma); "The opening scenes of Schiller's *Jungfrau von Orléans* and *Wilhelm Tell*: a comparison"; "How Siegfried came to Worms" (based on an episode of the *Nibelungenlied*). In Class II Schiller's *Jungfrau von Orléans* and *Wallenstein* were read in class, and here home-reading is also required, the books for

that purpose being Lessing's *Minna von Barnhelm* and Schiller's *Maria Stuart*. The essays are set as in Class III.

In the highest forms the *Antigone* of Sophocles, Goethe's *Iphigenia* and *Hermann and Dorothea*, and a selection from the lyrical poems of Goethe and Schiller were read in class, while Shakespeare's *Julius Cæsar* and Goethe's *Ans Meinem Leben* were set for home-reading. The history of literature from the time of Herder till the present day was studied. Eight long essays, two of which are written in class (time allowed, four hours), are set, and four short essays are likewise written in class (time allowed, one hour). Among the subjects we find: "Why is the *Antigone* of Sophocles entitled *Antigone* and not 'Kreon'?" "Is *Antigone* justified in calling her fate worthy of lamentation?" "Goethe as a boy;" "The pleasures and pains of travel."

The plan pursued for the essays is perhaps worthy of imitation. The subject is given out on a certain day; the pupil must give it in a week later; and, at the end of the next week the teacher, who has meanwhile carefully corrected the essays at home, criticises them sharply and minutely in class in the presence of their authors—so that the return of the essays invariably forms an excellent lesson in composition and style.* This method is pursued also in the elementary schools. The return of the essays in such a school forms a capital scene in Frenssen's new novel *Hilligenlei*. It should also be noticed that care is taken that some of the subjects shall have a connection with the current literature lessons.

In the Lyceum referred to above, the study of *Deutsch* is divided into five sections, the practical and the theoretical going hand in hand.

(1) A general introduction to the study of *Deutsch*.

* An English teacher who ventured to adopt this plan in a large private school for girls in London was warned to desist by the head-mistress because "the modern girl was too neurotic to suffer any sort of public criticism of her work!"

(2) A survey of the whole of the German literature, with special reference to its evolution and historical development.

(3) Lectures on special authors and criticism of their books, in connection with which short theses are written by the student.

(4) A survey of grammatical construction, and of the historical development of the German language.

(5) The discussion of the best methods of teaching *Deutsch*.

English educationists often form the hasty conclusion that the German method of setting out schemes and tables tends to make the teaching stereotyped, dull, and lifeless, and of necessity prevents all play of originality in the teacher. But this is by no means the case. The writer of this article was present at a dozen or more of the *Deutsch* lessons in schools in North Germany. No similarity of method was discoverable. Each teacher gave full play to his individuality, nay, in one or two cases it might even be said to his idiosyncrasies and his digressions were, by no means, the least interesting or instructive part of the lesson. The admirable "ethical" digression on the mischief that can be wrought by persons who "mean well," *apropos* of the Duke of Wurtemberg's interference in Schiller's boyish education, stands out vividly in the memory.

So does the wonderfully fine reading of another teacher of the scene in Goethe's *Iphigenia*, where she discovers herself to Orestes. It was in itself, without a word of comment, a revelation and interpretation of the poet's intention and meaning that pages of notes and reams of criticism could never have afforded. As a rule, editions with notes are forbidden. The greatest attention is paid to oral expression. The teacher never passes over an awkwardly or illogically expressed observation or answer on the part of the pupil. All this entails a vast amount of trouble and thought on the part of the teacher in which no manner of scheme drawn up by education committees can

help him. But not finding sufficient outlet for his energies and enthusiasm in the obligatory work, in some schools the teacher, feeling that the older pupils had little opportunity of getting acquainted with modern authors, has instituted an occasional *Dichter-abend*. Each pupil gets by heart a different poem of the author chosen for discussion—Conrad Ferdinand Meyer or Gottfried Keller, for instance. The principal teacher of German literature presides, and opens the proceedings by giving a short general sketch of the life and work of the author, and also says a few words of criticism and explanation of each poem before it is recited. This plan not only promotes useful social intercourse between teacher and taught, but fresh knowledge is acquired in a pleasant way.

Perhaps teachers of English may learn something from this rough sketch of a method of teaching boys and girls their own language. It is not, of course, intended for a model. With the magnificent range of our literature extending over a half-dozen centuries, and with an uninflected language like ours that can almost dispense with grammar lessons, we can devise fifty schemes, each of which would be different yet equally excellent and equally suited to its purpose. The one thing we have first to agree on is that English shall occupy its rightful place in our school time-tables.

—School, January, 1906.

INCORPORATED ASSOCIATION OF HEAD MASTERS.

THE Annual General Meeting of the Association of Head Masters was opened on Thursday, January 11, at the Council Chamber of the Guildhall. About a hundred head masters were present. The LORD MAYOR attended and took the chair, and on behalf of the Corporation of the City of London welcomed the members of the Association.

XII

THE PRESIDENT'S INAUGURAL ADDRESS.

Mr. EASTERBROOK, after expressing his thanks for the honour done him, said the Association had been in existence for more than sixteen years. It was established to bring together all headmasters of schools, under public or corporate control, concerned with secondary education, and it is a feature of the Association that such headmasters have a right to be members of it. It numbers between five and six hundred members, and, although it is difficult to state with perfect accuracy the number of public secondary schools, or grammar schools, as they are more generally named by the public—schools which come between the elementary schools and the University—the lists show that there are about seven hundred in England. They might therefore say that they were fully representative of boys' secondary education in this country.

The Association came into existence when little interest was taken in secondary education by the great mass of the public. Matthew Arnold had been preaching in the wilderness, but practically nothing had been done to organize secondary education, and head masters throughout the country, with the exception of a limited number who were invited from time to time to take part in the Head Masters' Conference, were so many isolated units. When the Head Masters' Conference, founded by Thring, Harper, and a few others in 1869, first began to hold its meetings, the time was not ripe for the formation of any Association on a more popular basis, or, he had no doubt, it would have been done by such liberal-minded men. All this had been altered. They claimed that this Association had been a great factor in making the general public take an interest in secondary education, and in bringing together those responsible for it—not only its own members, but also representatives of other educational interests—in helping to break down the barriers which separated school from school, and in infusing a spirit of public helpfulness among head masters and educational bodies alike.

STATE ORGANIZATION.

When the Association came into existence the only relation of secondary schools with any State Department was through the Charity or Endowed Schools Commission, which framed the schemes for the reconstitution of the old grammar schools, and then left them to their own resources or want of resources. There was also the connexion with the old Science and Art Department, which encouraged the teaching of science by paying so much per head for passes in certain subjects. Then came the Local Taxation (Customs and Excise) Act of 1890, which led to the formation of Technical Education Boards and to a great improvement in the buildings and plant of secondary schools, especially on their science sides, all over the country. The development in London during the next few years, under the able and broad minded management of Dr. Garnett, was very great, and there was hardly a school in the Metropolis which did not profit by the change. The difficulties connected with the administration of this Act kept the Council of the Association very busy for some years. They then carried on a long continued agitation for a comprehensive Bill dealing with secondary education. There were conferences at Oxford and Cambridge, and the Royal Commission of 1894. At last came the Government Bill in 1899 for the formation of a Central Authority, and, finally, the Education Bill of 1902. The period of organized science schools had given place to one in which the Board of Education takes a broader and more comprehensive view of secondary education and its needs. Nothing but praise was due for the developments which had taken place in this direction under the late administration. The four years' course as now established and improved in the most recent regulations is a distinct advance on anything which has gone before. The full effects of the regulations will be seen as time goes on; but, if those regulations are administered in the proper spirit, if sufficient liberty is given to the schools to frame their

courses according to their circumstances and the needs of their localities, much good will come of it. He hoped that the new Government would carry on the work in the same spirit, and he would strongly urge upon the Authorities to add a fifth year's course to the secondary-school scheme at the earliest opportunity, and to materially increase the Treasury grant.

LOCAL AUTHORITIES.

To turn now to the administration of the Act of 1902 by the Local Authorities. Whilst recognizing that much had been done and that progress had been made, they were obliged to state that the Act has not as yet done so much as was hoped for the proper organization of higher education. Local Authorities have been so occupied with elementary education that they had hardly touched the question. In some counties, indeed, when they had considered it, it had only been to decide that they have no funds to set apart for any work beyond the elementary. In other cases secondary schools of an inferior type—secondary in name, but higher elementary in character—had been set up. This policy was not in the true interests of secondary education as they understand it.

LONDON.

The working of the Act in London is being watched with peculiar interest. It will be remembered that the Metropolis was omitted from the Act of 1902, and a scheme was afterwards drawn up by which the County Council here also become the Local Education Authority. But the Committee for all branches of education for this enormous population has only the status of an ordinary sub-committee of the Council, and it contains no direct representatives of professional experience. It remains to be seen whether a committee so constituted and with such powers can effectively control the education, in all its branches, of such an area, with so many millions of population.

PUPIL-TEACHERS.

The Association has cordially approved of the policy of the Board of Education in requiring that a part of the education of those who intend to be teachers in the elementary schools should be obtained in secondary schools. The scheme is not without its difficulties for us, and there is, especially, the problem of dealing with them in any effective way as half-timers. His own opinion was that neither half-days, alternate weeks, nor alternate terms would be found so satisfactory as complete school-year periods in the secondary school. The pity of it was that they got such poor material for these pupil-teacher scholarships. There was a time when the head master of an elementary school could easily induce his most promising pupil to take up the career of a teacher; but now the case is quite otherwise. Also, the candidates who come forward from their own schools are far from being among their best pupils. It was difficult to see why this was so, for the prospects of elementary-school masters are distinctly better than those in many careers which appear at the present time to be more popular with both parents and boys, who are given too much to looking at the immediate pecuniary advantage only.

SUPPLY OF MASTERS.

He came next to the supply of masters for secondary schools. There is the deplorable fact, adduced by scholastic agencies, Local Authorities, and head masters, that the best men from the Universities are not entering the profession of teaching in sufficient numbers, and the numbers appear to be dwindling year by year. Brilliant men are attracted elsewhere. Several reasons were given for this, one being the vexed question of tenure, which they, in conjunction with the Assistant Masters' Association, had done their best to settle in a manner satisfactory to all interests. But he could not admit that this is the main cause of the decrease in the number of candidates for masterships. The main cause is that the prospects are not sufficiently promising to

attract good men. Salaries have improved considerably of late years, and the minimum salary in most schools has been raised, but there is pressing need of still further improvement at the top. The salaries for assistant masters in most schools tend to become stationary far too soon. The great majority of masters nowadays do not take Orders; so they cannot hope for preferment in the Church in their later years, and very few have the chance of being put in charge of boarding-houses. All cannot become head masters, and there are not a few cases of men who have become head masters who affirm that they are not so well off as they were when they were assistant masters. What is wanted is that an efficient assistant master may see a career before him with a sufficient competency in his later years, even although he may never become a head master. He did not despair of the future. A well considered pension scheme, State or otherwise aided, would work wonders.

TRAINING.

If the position and prospects of the assistant master are put on a more satisfactory basis, the public may fairly demand that the master should know his business, that he should not begin his work in complete ignorance of any of the principles of teaching, nor conduct experiments and gain his experience at the expense of his class. The commencing salary, as he said before, in many schools is higher than it used to be, but men begin to teach just as ignorant of the business as they ever did. This ought not to be. There must be a period of training, or at least of probation under supervision. He hoped that very few of them were now bold enough to say that all training is unnecessary. The born teacher, if well educated and clever, may not gain much from training, especially if his first work is with a high or with the highest form. Even he, if he were put with the youngest boys, might begin to realize that he had much to learn. The man quite unsuited for teaching will gain nothing from training, and the sooner he fix to

out the better for all parties. But it is the great intermediate class of average men who commence with a liking for teaching, or at least a leaning towards it, for whom training will do much; but how is this to be brought about? Evidently men cannot be induced to give up time and money to training for a profession which they believe does not offer good prospects of a successful career. Improve the prospects, make the profession attractive, and the rest will follow.

CURRICULA.

The curriculum, as well as the methods of teaching, in secondary schools had been subjected to much criticism of late. The great danger in the modern secondary school—from which the more purely classical schools are free—is that we try to teach too many subjects at one time, and the boy leaves school not knowing any one subject well. As time goes on and the sum of human knowledge has increased, new subjects have been added to the school curriculum, and not one has been omitted that he had ever heard of except, perhaps, “the use of the globes.” And every subject has its partisans who consider it more important than any other subject. In fact the overloading of the time-table has been going on to an increasing degree for years. The whole system is in a state of acute congestion, and the only cure is an immediate simplification. No real progress is made in any subject until a certain degree of mastery is obtained, but, under the present conditions, it is impossible for the average boy to master any subject. The stimulus of enjoyment is therefore sacrificed and a boy's whole time is spent on elements. Mr. Wells (not their member) speaks of the “dullness of the scholastic atmosphere,” and he admitted there was room for improvement. One cure is in a simplification of the time-table. A boy must not have to turn his mind to so many different subjects in any one week. He did not say that any boy should leave school totally ignorant of many of the subjects we now teach. But more might be done than is done at present in making a selection. The whole of the subjects which we consider go to make up a good general education may be divided into about five sections according to the faculties exercised, and, roughly, if we take the whole period of school life into account, an equal time would probably be given to each. But in any one year the time given to one or more subjects might predominate over that given to the others; and when we have to add a subject—such as manual work—we might drop another which is allied to it. At present, they generally have many irons in the fire at one time.

STAFFING.

Another desideratum in most schools is a larger staff. If it were possible to draw a proper comparison between the staff of any secondary school and that of a successful business house, or of a Government office, it would be found that there are very few secondary schools in the country which are not much under-staffed.

SCHOOL FEES.

All this would make secondary education more expensive than it is at present. They required more masters, better trained masters, and better paid masters. He had said nothing of the antiquated state of the buildings of many of the old grammar schools. The income of most schools is from three or four sources—endowments, fees, and grants from the Local or Central Authority or from both. Endowments are either stationary or dwindling. Parents have been taught to expect secondary education for a small fee, and it is doubtful whether it would be advisable to raise the fees to any extent in many localities, although the great development of the scholarship system throughout the country has put it in the power of promising boys to obtain an advanced education at very small expense to their parents. There are very few instances in which a brilliant boy need be debarred from a good education because of the cost of it. He believed that the scholarship system, properly organized and carried out, was one of the best investments the country has made of late years. The raising of fees, therefore, would not be such a hardship as it would have been before the scholarship system was so universal.

TREASURY GRANTS.

There remain the grants. The majority of Local Authorities are either unable or unwilling to increase them to any extent.

Sir W. Hart Dyke well said, a few days ago, that he lamented the indifference which the legislature manifested towards education. He was not throwing stones at any particular party; but he had observed during a long Parliamentary experience that the few hours devoted to the Education Estimates were almost grudged by the members. They heard a good deal about the Army, Navy, and Reserve Forces, and an enormous amount of time was occupied in considering matters relating thereto; but in his opinion the defensive force of education was quite as important, and should therefore receive more attention. France and Germany and the United States were always marshalling their commercial battalions

to the detriment of the industries in this country, and it was quite as necessary for England to protect her commerce and trade by educating the people as it was to maintain the Army and Navy to defend our shores. Whereas money was lavished upon the other services, it was merely dribbled out for education. He hoped that the turn for secondary education had come, and that, by the aid of an increased Treasury grant, it will be put within the reach of all throughout the country who are fit to receive it.

The following Resolutions were moved:

“That the current regulations of the Board of Education for secondary schools are tending to undue restriction of the ‘freedom, variety, and elasticity’ which are desirable in the case of public secondary schools.”

“That the policy of minute regulation of details of school work pursued by the Board of Education constitutes a grave danger to secondary schools.”

“That in the award of grants special consideration should be given to the case of schools formerly called ‘A Schools,’ of which the efficiency is threatened by the reduction of payments.”

“That discretionary power should be given to schools to enter pupils for external examinations in the first and second years of the course.”

“That, with the purpose of diminishing the present excessive requirements made during the school year by the Board of Education and by Local Authorities for statistics to be furnished by secondary schools, the Association should endeavour to obtain an effective unification of such requirements.”

“That, in the opinion of this Association, additional State aid is required to maintain and develop the efficiency of already existing secondary schools.”

FEDERATION.

“This Association approves of the proposal to form a Federal Council of representatives of the chief bodies of Secondary Teachers.”

CLASSICAL EDUCATION

“That this Association welcomes the efforts of the Classical Association of England and Wales towards maintaining classical education in secondary schools and improving its methods.”

EDUCATION OF PUPIL-TEACHERS.

“That, to secure the continuity of the education of boys intended for pupil-teachers, it

is the opinion of the Association that the existing half-time system should be modified so as to provide that every pupil-teacher attends, for at least two years, as a full-timer at the school to which he will subsequently be attached as a half-timer.”

The following resolutions were also agreed to:—

“That it is advisable that steps be taken for collecting data of the physical condition and growth of pupils in secondary schools.”

“That the Association recognizes the importance of the recent medical pronouncement on hours of sleep in schools, and requests the Council to give the matter careful consideration.”

“That, in the interests of national welfare, the influx of pupils from public elementary to secondary schools should be encouraged.”

The Conference then closed.

A NEGLECTED ASPECT OF COMPOSITION.

It has been said that English, though generally considered the easiest subject, is in reality the most difficult one to teach as it should be taught. And composition after its early stages is the most difficult branch of English. It is generally considered that the subjects for composition should be objective rather than subjective; that essays should be given on historical, literary, or scientific subjects. The chief aim of composition is looked upon as being to teach the logical arrangement of facts, and the best manner of expressing ideas: more attention is given to the style than the matter of an essay. All this is good in its way, and at the proper period, but when the above aims have been achieved there is another aspect to the teaching of composition, which is too often neglected.

“As it should be taught” the aim of composition lessons, after the art of building up sentences and connecting them has been mastered, after the value of taking trouble over the form in which ideas and facts are expressed has been appreciated—the aim should then be to arouse thought and imagination. The *raison d'être* of composition for older pupils about to leave school has gone unless the exercise has ceased to be mechanical and grammatical, or even rhetorical, and has become a stimulating intellectual and ethical one. In its last stage, when the generally accepted ideas regarding composition have been satisfied, the primary objects of the lesson should be, in ascending order of importance, (a) to

strengthen the power of expression (of ideas, not facts) in writing, and, indirectly, in speech; (b) to stimulate, and provide subjects for, the imagination; (c) to cause thought on various subjects which might otherwise never be considered, and therefore to give ideas.

Some results of this teaching would be (a) to encourage individuality, and to discourage the commonplace; (b) to bring about, through discussions, that friendly intercourse between teacher and pupil, so desirable, yet so often lacking.

The chief faults in the usual system of treating composition lie in the subjects chosen, in the treatment of the subjects, and in the frequency of the exercises. A great many of the subjects given might be set as exercises in the history, English, or science lessons; and any subject which can be studied from a book, and which requires the reproduction of facts mainly, such as the time-worn "Travelling one hundred years ago and to-day," fulfils none of the above objects. This kind of thing causes pupils to look upon an essay as something external to themselves, as something to be "got up" instead of "thought out."

With regard to the frequency of the exercise, at least three, if not four, lessons should elapse between each essay. The pupils need from one lesson to the next to think about, and discuss, the subject. The notes for the essay should be made out under the teacher's guidance, though not under his direction. When the exercise has been written and corrected another lesson should be taken up in criticizing and discussing the work sent in. The habit of giving the pupils an essay to write on every lesson precludes thoughtful expression or imagination.

The choice of subjects should depend on what the pupils are, and should be such that the subjects touch the lives and interests and opinions of the class. The essay ought not to involve search in books or newspapers, but searchings of mind and heart. What has been gathered from outside is not what is wanted, but what has come from within. The great thing is to get the children's own personal private opinion. They have one; for young people think far more than their elders think they do, but they are extraordinarily sensitive over their thoughts. It is a comparatively easy matter to teach the young idea how to grow, when it has once been wooed above ground. And the usual composition exercise, like the usual educational system, gives little opportunity, and less encouragement, to the expression of individuality. We are so much of a pattern & wadys that it is a positive relief

to meet any one who is different from other people and is not afraid of showing it.

The way in which the teacher treats the subject and the aspect of it which he presents to the pupils are no less important than the subject itself. This treatment and aspect should be as negative as possible; that is, it should give very little, and make way for the children to give of their own. Let them write *anything* at first so long as it is their own. Let them feel that whatever they write will be appreciated and not ridiculed—that it will be read by a friendly critic. Of course faults in judgment and taste will appear, and, perhaps an excess of frankness: this gives the teacher his opportunity to guide and restrain. As in all other subjects, almost everything depends on the personality of the teacher. Young ideas, just above ground, are sensitive to the most delicate touch, and grow or shrivel up according to the cultivation given them.

A great aid to the expression and cultivation of opinions is a kind of amateur debating society formed in a class, with the teacher as chairman. Let the pupils choose their own subjects—it is better to have, at first, slightly undesirable rather than undesired ones. Here again the teacher's guiding and restraining hand can make itself felt later, but at the start very few pupils will speak, and those will only say a sentence or two. Under careful and sympathetic management the thing will grow, and serve many other purposes beyond aiding the composition. It is not advisable to set the discussions as exercises—such a prospect will be sufficient to freeze any "genial current" of speech—but others suggested by the spoken discussions might be written. The following were among many chosen entirely by a class of the average age of fifteen:—(1) Should boys and girls mix freely together? (2) Is capital punishment justifiable? (3) If a person does a wrong thing, without knowing it is wrong, is he really doing wrong? Perhaps, if some such debates were held in all senior classes, the future men and women might find other subjects of conversation besides cricket and blouses.

The following are a few suggestions for essays on the lines indicated in this article:—(1) Autobiographies of inanimate objects such as a mirror, a pencil, a drop of water. These will be inane at first, but after seeing one or two examples many pupils will produce really good things. (2) An ideal school. If the real opinions of the writers can be obtained, the teacher may find many valuable unconscious hints. (3) Is it better to be a boy or a girl? (4) Descriptions of school friends without mentioning names. (5) The description of an imaginary picture. This causes

alarm at first; but, if some pupils are allowed to illustrate history by poems or to paint landscapes, others will imagine original pictures, which, in some cases, are of surprising merit. (6) The things most worth having—which essay in being criticized will give the teacher an opportunity of introducing ideals.

An ingenious teacher who really cares for the characters as well as the intellects of his pupils can find, with some little difficulty, subjects more suitable for his particular form. Something depends on the kind of class, but most depends on the kind of teacher, and in default of something better, not obtainable under our present curricula, the composition lesson can, in capable hands, become an influential medium for instilling ideas and ideals into our pupils.

E. M. WHITE—*The Journal of Education*

THE UNIVERSITY OF BOMBAY.

ANNUAL CONVOCATION.

His Excellency Lord Lamington presided as Chancellor of the Bombay University at the annual Convocation held on Tuesday (the 20th ult.) evening, at the Sir Cowasji Jehangir Hall, for the purpose of conferring degrees upon graduates and awarding medals.

The Chancellor having conferred degrees and awarded medals, Mr. Fardunji M. Dastur, the Registrar, submitted a report of the proceedings of the University since the last annual convocation.

The reading of the report over, the Chancellor called upon Rev. Dr. Mackichan to deliver the usual address.

THE VICE-CHANCELLOR'S ADDRESS.

The Rev. Dr. Mackichan, Vice-Chancellor, in addressing the assembly, said:—Mr. Chancellor, and Gentlemen of the Senate,—His Excellency the Chancellor who has done us the honour to preside at this Convocation has requested me to address you on the work of the academical year that has now closed. Before I proceed to speak of the business of the year, permit me to give expression to our common regret at the loss which the Senate has sustained through the death of some of its prominent members. Although the number of the Ordinary Fellows of the University has been considerably reduced by the process of reconstruction that was begun about a year ago, we have lost by death two of our members. The hand of death has touched us at the two extremes, removing from us one of the

oldest and one of the youngest of the Fellows. The late Mr. Shamrao Vithal served this University for a period of more than thirty years. In the midst of a busy and successful professional career he found time to pursue a student's life and to assist in the counsels of the University. There are many graduates of this University who will not forget the helping hand which he held out to them in their days of struggle and all who were associated with him in the Senate and the Syndicate will long remember the geniality of disposition, the independence and strength of judgment which characterised our departed friend. During his brief career as a Professor of Persian, the late Mr. Thariani had already begun to fulfil the promise of his University days, and one department of the University which is not too well-equipped with enthusiastic workers has sustained a heavy loss through his removal. The death of the late Mr. Joseph Ezekiel has removed from among us a leading representative of the Beni-Israel community and one of our Honorary Fellows. For many years he occupied the position of Examiner in Hebrew in the University, and the eminence which he attained as a man learned in the ancient language of his people found recognition amongst the educated circles of the Jews in Western lands. The report which has been presented to you of the numbers appearing at the various examinations bears witness to the steady growth of those educational activities which it is the function of the University to promote. This growth is specially marked in the case of the Examination for the Degree of Master of Arts. I think we may accept this as an indication of a growing desire on the part of our graduates for higher attainments and of a general elevation of our educational standards. It is gratifying to observe that some of our *alumni* have also won distinction in other fields, three of them having gained admission to the Indian Civil Service, Messrs. Nissim, Mehta and Dhavale. Mr. Dard, formerly a Sir Mangaldas Nathubhai scholar of the University, is now engaged in practical study in Canada as a Secretary of State scholar in mining and metallurgy. It is to be hoped that now at length the special intention of the founder of the Sir Mangaldas Nathubhai scholarships is coming nearer to its fulfilment. A most suggestive feature in the examinations of the year is the fact that three Mahomedan ladies have passed the Matriculation examination. The awakening of one of India's great communities to the value of University education is one of the most interesting features of our time and this evidence of a desire to see the women of the community share

in the benefits of this educational advance is perhaps the most hopeful feature of the movement.

PROPOSED EXAMINATION HALL.

In connection with this subject of the University, I desire to refer to another matter of importance alluded to in the annual report that has now been presented. The inconvenience to which candidates at the University examinations have been subjected, ever since the erection of a temporary mandap became a necessity, has from time to time been recognised. Holding as I do that the University is the body of its students (and this is the ancient meaning of the term "University") during my tenure of office as Vice-Chancellor, I have given continuous attention to this matter as one that vitally concerns the well-being of the students. Your Registrar, Professor Dastur, whom you have again unanimously elected to office, has also given it his most strenuous attention and important improvements tending to the comfort of the candidates have annually been made. But we have long felt that our existing arrangements were a mere makeshift which must give place to something more worthy of the University. Happily it has now become difficult even to find a site for our flimsy structure, and the Syndicate, as you have learned, has been forced to address itself to the task of preparing for the Senate a proposal for the erection of a permanent examination hall. The first question that presented itself was that of a suitable site. It was pointed out by Khan Bahadur M. C. Muirzban, one of Bombay's most competent advisers in all such matters, that the University was already in possession of a site admirably suited for the purpose, viz., that known as the University garden which had been made over to the University by a foreseeing Government in 1872. The Government which assigned to the University more than 20,000 square yards when these handsome buildings were being erected, (this hall in which we are now assembled and the library with its tower so manifestly designed to crown a larger pile of buildings) contemplated future extensions on this site and provided that, with the approval of Government, additional buildings might be erected. The need for such extensions did not immediately arise and the University grounds were thrown open to the public. But all this site, except a small strip, facing Rampart Row, reserved by Government, belongs to the University. There is ample room on this site for such a hall as the needs of the University demand and for any other extensions of a similar kind that may be found possible, while still a central garden can be maintained to contribute to the beauty and amenity

of the locality. The next most pressing problem is that of funds for the erection of an examination hall. A few lakhs of rupees will be wanted, but I see no reason why they should be wanted long. It seems to me, that, in this period of unwonted prosperity in some departments of the commercial activity of our city there must be many lakhs of rupees in search of suitable investment. His Excellency the Governor has, by his opportune proposal of a museum, afforded a partial relief to overflowing treasuries. But His Excellency's project was never intended to exhaust the liberality of our city. The object which I have now placed before you is one which well deserves the generous support of the citizens of Bombay. The surroundings in which we now find ourselves are eloquent with their appeal to the citizens of Bombay to emulate the generosity of their predecessors. This noble hall, one only of the many educational benefactions of the man whose name it bears, the Rajabai Tower and Library, and the gift by Government of the finest site in the city are surely examples that must speak to the heart of the men of wealth around us who desire to see their abundance yield some abiding benefit to their city and their country. Such men will be remembered by succeeding generations of their countrymen long after those, whose only distinction lay in the amount of their accumulations or the outward magnificence of their life, have perished from memory.

THE UNIVERSITIES ACT.

It is scarcely necessary to remind those whom I now address that the past year has been one of unusual activity in the work of the Senate. Numerous meetings of the Senate and still more numerous meetings of the various committees of the Senate have been held to draft proposals for the re-adjustments rendered necessary by the Universities Act. The draft of revised regulations is now completed and is at present before Government. In the discussions which took place in connection with the preparation of this draft a considerable divergence of opinion in regard to particular points disclosed itself; but on these I have no intention to touch as they are now before the Government for its final decision. Nor have I any desire to stir the waters of controversy; rather would I invite you to the more profitable and more peaceful task of rendering effective for the best ends of the University such new arrangements as may be introduced. I think we may congratulate ourselves on the fact that the divergence of view to which I have referred disturbed only on rare occasions the academic calm which ought to reign within these walls, and that the

reputation which the Western Presidency enjoys for moderation and good sense has not been marred by the manner in which the University has dealt with the new problems placed before it. My object in referring to these controverted matters at all is to point out how different the actual results have been from those which presented themselves to a heated imagination. I think that all candid minds must acknowledge that we in Bombay had little to fear from the most rigid interpretation of the Act. Our previous history had in certain important particulars so far anticipated the spirit of the proposed reforms that in accepting them we felt that nothing of the nature of a revolution or cataclysm had befallen us. While in the matter of the constitution of our Senate we had no reason to boast of our superiority to other Indian Universities, and during the proceedings of the Universities' Commission were often indeed quoted as a conspicuous illustration of the need of reform, yet it was always admitted that in the matter of the affiliation of colleges, for example, Bombay had quite another record. This is the reason why we have not thought it necessary to lay any special stress on the regulation for the inspection of Colleges. We do indeed propose that they be periodically inspected and submit periodical returns; but our conception of this duty is not that the University shall regard her colleges as institutions to be inquisitorially dealt with, but as integral parts of herself in whose prosperity and development she is deeply concerned. The benefit which I anticipate from such a system carried out in the right spirit is that colleges will be encouraged in the effort to improve themselves and will be able to invoke the aid of the University should Government or the governing body of a college prove too apathetic. Our University did not find it to be necessary to order a preliminary inspection of all its colleges to ascertain which of them were deserving of continued affiliation; it knew already that they were all, on the whole, efficient institutions, and any action which the University should take must be of the helpful and sympathetic character which I have indicated. Further, I find that the place given to members of the professorial staff in the administration of the University is also in fullest accord with the views which have been expressed during past years by more than one of those who have addressed you from this chair, while the suggestion that the University should itself provide facilities for higher study and also for research has been heard with even greater frequency within these halls. And while many of us feel that the time has come for the revision of most of our courses of study and some

of our methods of examination, we have no wish to see this important work completed with unnecessary haste. For this special reason our proposed regulations present few departures from the old courses of study, it being understood that the University, when its re-organisation has been completed, will address itself with earnestness and deliberation to this important task. In one respect alone have important changes been proposed. I refer to those affecting the medical degree. Long ago in speaking from this place I advocated the institution of the M. B. degree. I congratulate the Senate on having at last framed and passed a scheme for the bestowal of this degree. On one point alone has any serious difference of opinion disclosed itself, viz., the preliminary education qualifying for entrance on a course of medical study. This has always been the rock on which our attempts in the past have been shipwrecked. It is probably a point on which the Senate is never likely to be unanimous. Government will have to decide the question and that it will do so on the broad grounds of a general policy in regard to a professional qualification which should mean the same in all parts of the land is the hope which I venture to express. In whichever way the point may be settled all who are interested in medical education will cordially accept the decision and will rejoice if this branch of University study culminates in a degree which will more worthily represent the dignity of the profession.

DEFECTIVE PRELIMINARY EDUCATION.

In whichever Faculty our work may have lain most of us are agreed that one of the great hindrances to University progress has been the defective preliminary education that is supplied in many of the high schools of the presidency. If the foundations are not properly laid in the high school the superstructure which the colleges attempt to raise on such foundations will be insecure and inadequate. I am persuaded that the centre of gravity of the whole system of our higher education lies here. The preparation of regulations for the recognition of schools was therefore no unimportant part of the work undertaken during one year, and it is a circumstance of hopeful omen that the Educational Department has directed its efforts to the improvement of the secondary education of the Presidency by the institution of a Training College for Secondary Teachers. In insisting on a suitable age-limit for Matriculation the Senate has seconded these efforts. It has emphasised the need of a thorough preparation for the higher studies of the University and has sought to discourage

the idea that the period of school education is something to be hastened through and to have done with at the earliest possible stage in a young man's life. It seems to me that we are all apt to err in our estimate of the relative importance of high school and college education. If we look at the educational system of other countries, we shall find that in these countries a different impression prevails. In Europe the public school, by whatever name it is called, is regarded as possessing an importance and exercising an influence of the first order. The men who make their mark at the University are shaped and developed in the public school. Their future is something to be reckoned on before they present themselves at the portals of the University. In Britain the man who goes up well-prepared from any of the great schools is far in advance of most of our undergraduates. He is generally older and starts from a higher level and thus his University attainment is of a higher order. I see no reason why we should not aspire in the same direction here. If we gave to the high school its true place, our University teaching would be of a higher order, and a great deal of high school work that has now to be done in our colleges, and done badly there, would have its proper place in the school where it can be done best.

IMPORTANCE OF HIGHER EDUCATION.

In taking leave of the matters which have occupied the Senate during the year, I should like to refer very briefly to a question that has been present to a number of more or less anxious minds ever since the proposals for University Reform were promulgated. Many have been asking whether, under the colour of University Reform, it is not intended to strike a serious blow at the whole system, by making it more expensive and more difficult. Now I wish to say again to all such anxious ones that their fears are purely imaginary. Already the course of events has shown that this is so. An increase of liberality on the part of Government towards Colleges and Universities, the placing of colleges in a better established relation to the University, an increase in the cost of higher education, rather the promise of an increased facility for obtaining it in its highest form, these are not indications of the plans of a secret enemy but the actions of a steadfast friend. Let me express my own deep conviction, as deep as any you can feel, that there could not be a more retrograde policy devised than to seek to hinder by any external restriction the extension of the area of higher education. Such education cannot be too widely extended,

provided we preserve the high ideals which ought to inspire it. Some tell us that the number of graduates is excessive and that the continued multiplication of them will only tend to produce a race of disappointed men. We admit that, if the University graduate is not prepared to enter any field for which his education has fitted him, but confines his aspirations to one or two directions, he will suffer disappointment. But this is no reason why the State should for a moment pause in its efforts to diffuse the light of true learning over the widest possible area. Any hesitation here would bring discredit to the State, and I for one should feel that Britain had withheld her hand from one of her noblest tasks, and had forfeited one of her greatest glories if she should exhibit the slightest distrust of a policy that has done so much to gain for her the confidence of the nations under her rule. If any profession in life or any line of occupation is overstocked, the solution of the problem thus created will never come from the imposition by authority of artificial restriction; it must proceed from those re-adjustments of life and occupation that come from within. Let us leave such problems to the operation of those laws which work without our enactment. Let the State continue to pursue its higher duty in the faith which inspired it from the beginning, faith in the beneficent influence of a wide diffusion of true knowledge; and the problems which arise, as they are bound to arise, will find their own solution. And let her be liberal in the distribution of her gift, assured that a generous policy in regard to the highest education will yield the richest fruit in the end of the day. I observe that in some quarters the opinion has begun to prevail that the solution of the problem is to be sought in another direction, in an entire change in the substance and the medium of higher education. This idea along with some others of perhaps a different nature seems to be at work in the minds of the promoters of a scheme for the establishment of a National University. Now I should like to say with regard to this project that so far as its educational aims are concerned, it is entitled to the interest and sympathy of all who really desire that the problem should be thoroughly worked out. If a new experiment will throw new light on things in which we are deeply interested, we ought to welcome it and to endeavour to correct the methods of the past by any new light that may thus be brought to us. I have sometimes felt tempted to try new experiments myself. But this must be remembered by all who put their hands to a task so great and so sacred, that such experiments will never achieve their true end if

the spirit of opposition is permitted to have any share in the motives which inspire our endeavours. If the aim of this movement be directed simply to the better equipping of men for the development of the varied resources of their country we shall all watch with sympathetic interest the progress of such endeavours and shall rejoice in their success.

VALUE OF THE DEGREE.

Mr. Chancellor and Gentlemen, as this is the last opportunity I shall have of addressing you from this place during my present period of office as Vice-Chancellor, the term for which I undertook this office having already been exceeded, permit me to direct my words in closing to the things which lie nearest to the lives of our graduates and undergraduates and which press with greatest weight on my own heart while I now address you. Some of you have attained the goal which during these years of student toil has been ever before you, and others of you are pressing forward in the same race. Various motives conspire to animate your efforts. The degree of the University will, you hope, prove a passport to some honourable career and help to smooth your path through life. I do not ask you to disclaim motives such as these which enter into the academic life of all lands. But at the same time you cannot be too often reminded that the value of a degree, in virtue of which it possesses all those lesser values, is that it stamps you as men who have passed through the discipline of a University and have acquired or ought to have acquired a type of character which fits you for the higher tasks of life. It must be evident to all of you that it is not the particular knowledge you have accumulated that will make you efficient in your lifework, for you will perhaps have little opportunity for directly applying much of it to the actual business of life. Even the professional student cannot afford to trust simply to the work of the class-room or laboratory; his profession will continually set before him problems which he can successfully face only if he has so mastered the principles of his science that he can devise new applications for himself. Your academical training is not, as it were, a rehearsal of the future work of your life, it is a discipline, a means of developing powers not methods or processes. Some of you may perhaps never in your lives have consciously to fall back on the mathematical propositions which you have painfully and reluctantly learned; but none the less these minds of yours have received thereby a discipline which will stand you in good stead every day of your lives. Your real education for your special

calling will be found not in the period of study but in the actual battle of life. How important is it then to see that you receive during this period not mere items of knowledge which are destined speedily to fade from your memories, but something more? That "something more" is the mental and spiritual character that has been formed within you by the discipline of study through which you have passed. One of the most important aims of all such discipline ought to be to awaken your "individuality." Every forward step in intellectual attainment awakens within you a consciousness of your individual intellectual responsibility in the first instance. The poet Wordsworth has given expression to this experience when recording the memories of his student days:—

"How awful is the might of souls,
And what they do within themselves while yet
The yoke of earth is now to them, the world
Nothing but a wild field where they were sown."

Points have we all of us within our souls
Where all stand single; this I feel and make.
Breathings for incommunicable powers.

* * * there's not a man
That lives who hath not known his god-like hours."

But there are dangers that lie near all such experiences. Wordsworth himself knew them and has warned us against them. Tired of "unchartered freedom" he supplicates in his greatest ode for the control of duty, and it is in this higher awakening of the individual within us that each of us attains to the best enjoyments of an awakened life. In this land in which strong social forces have tended too much to the curtailment of the individual life there is perhaps less need to warn you against a too strong assertion of the claims of the individual. Rather do they need to be re-inforced in those directions in which they are fitted to accelerate the upward movements of the whole.

INDIVIDUAL CHARACTER.

There is one respect in which the importance of the individual cannot be exaggerated. I mean individual character. This has always been the determining influence in the development of the social and also the national life. Great movements have waited for the inspiration of great individual souls, the true heroes of the race; but every movement depends for its progress and its strength on the working of the spirit of individuality in those who have been awakened to their higher responsibilities. Whether we recognise it or ignore it this force is at work and is the only

human force on which ultimately we can rely. If we ignore it our individual apathy is hindering the general advance; if we recognise it and yield ourselves to its highest demands we are helping forward the movement of the whole. However seemingly insignificant your individual place may be, your power for good is not thus measured; it depends on the intensity of your own character, the strength with which you love and serve the right. Let there be no limit to your aspirations in the pursuit of goodness and no limit to your faith in its power over men. How apt are the more enlightened to think that they must wait in silence and without effort on some general advance before they can find scope for the manifestation of their individuality and life! We have too often heard of "the laws of least resistance." So far as I am aware, the men who have done most good in and for the world had to face many lines of resistance, greatest and least alike, and they overcame through loyalty to truth and righteousness under what might have seemed the most unpromising conditions. We sadly under-estimate the influence of individual conviction and loyalty to its demands. I should like to think of you as men and women who are going forth to the work of your lives resolved to be true to every noble impulse that has been awakened within you during this most sacred period of your life. Too soon you will find yourselves in the cold atmosphere of a world that has little sympathy with these ideals; but do not forsake them because of the coldness or deadness of your surroundings. The inspirations of your College days are not idle dreams; they are the response of your hearts to the most real voices you have heard. Be true to them and you will gratefully wonder at the response which will be awakened in other hearts which they have reached through yours. I do not plead for that individualism that works to the undermining of all respect and reverence. This form of individualism is only too easy to cultivate. I plead for that which means both reverence and self-respect. Self-respect and reverence are but two aspects of the same spiritual quality, for he only truly respects himself who places himself under the eternal authority of right and claims no other individual right than that of liberty to obey its supreme behest. All honour to the educated men around us who have stood forth as examples of the power of individual character to overcome the resistance of the hour and to win for the class to which they belong the respect of thinking men.

RIGHTEOUSNESS AND TRUTH.

I would urge upon you the cultivation of this spirit as a special need of the present time. The

education which you are receiving is intended to be a link connecting East and West in one common life. In nothing are East and West so closely brought together as in the education that has so long had a place in the history of your country. Those who introduced it entertained the highest hopes regarding the influence it was calculated to exert in welding into one the Eastern and the Western elements of the great empire to which we all belong. The process thus begun in hope has continued with ever-increasing results that point toward its fulfilment. Pessimistic voices have, however, been sometimes heard proclaiming its impossibility. I am not here to argue with those who share these despairing views, but to point out the directions in which we ought earnestly to strive after this consummation. There are regions of thought and life in which possibly it may be vain to seek for it. Diversity in unity and unity in diversity is the divine order in creation; from this comes much of the beauty of the outward world. It may not therefore be reasonable to look for uniformity in the world of mind. It may be that in modes of thought East and West are meant to retain their special characteristics, and that each has its contribution to offer to the intellectual whole. In literary modes, in philosophical expression the Eastern and the Western mind may not be intended to coalesce. But there is one region in which we cannot admit the possibility of diversity as a part of the divine order. I mean the region of our common moral nature, the sphere of moral character. Our common brotherhood does not rest on the exact similitude of our thinking or of any of the expressions of our mental life. It is found in our common relation to the same higher law which encompasses the moral nature of man. Here we all stand in precisely the same relation to that which is above us all. Here we find ourselves to be sharers of the same aspirations, companions in the same spiritual struggle, partakers of the same spiritual sorrows and the same spiritual joys. Here we touch the deepest foundations of our common humanity, and it is here that complete union and fellowship is possible. Is not this your individual experience within the range of the companionships and associations of life? And is it not as true in the wider relations into which your experience as educated men has brought you? Race and language, difference in historical inheritance and innumerable other differences may separate, to outward appearance, the nations of the world, but wherever true goodness reveals its presence heart will answer to heart amongst the most widely separated people of the earth. When I ask myself what binds me

to those among you to whom my heart is drawn we do not find it in modes of thought or in anything merely intellectual which we share in common. I find it in characters that have been made strong through love of righteousness, through devotion to truth, and through unselfish and self-sacrificing benevolence. The possessors of such qualities of heart and life are not foreign to us nor we to them. Yes, it is possible for East and West to unite. And if both be more true to that which is deepest as well as highest within us and make the attainment of spiritual character the goal of all our striving, this approach of spirit to spirit will be quickened and distrust and distance will vanish at the touch of a true spiritual sympathy.

"There is
One great society alone on earth;
The noble Living and the noble Dead."

CORRESPONDENCE.

Council of Native Education,
Madras.

To

THE EDITOR OF
THE "EDUCATIONAL REVIEW."

SIR,

Cordial thanks are due to you for the suggestion made by you in an editorial note in the last number of the *Educational Review*, that should the Council of Native Education be strengthened by the addition of a fair proportion of teachers, the Council would be in a better position to propose and to aid in the carrying out of detailed reforms in Education. To that end the Council would only be too glad to welcome to its fold teachers imbued with interest in matters educational. In view of that fact and of the fact that the promotion of educational reform and of educational interests generally is one of the main objects of the *Educational Review*, I request you to be good enough to draw the attention of teachers throughout the Presidency to the aims and objects of the Council and to invite them to join it and to aid in the effective carrying out of those aims and objects. Applications for membership may be made to either of the Secretaries.*

I may add that as regards the recent Conference arranged by the Council of Native Education, the work that was put down for the Conference for the 14th and the 15th December 1905 was

* Hon'ble Mr. P. S. Sivaswami Aiyar, Madras.
S. Rajagopalachari, Assistant Master, Pachaiyappa's College, Madras.

proceeded with, and only that part of the programme that had been arranged for the 16th, had, owing to causes beyond the control of the Council, to be postponed. It is intended to carry it out on some convenient date in February.

I am,
Dear Sir,
Yours faithfully,
S. RAJAGOPALACHARI.

OUR ENGLISH LETTER.

CAMBRIDGE, January 1906.

The Board of Education has issued its Report for the past year. With a genial optimism the Report states that throughout the country the Act of 1902 is working smoothly. The 'religious difficulty' might hardly exist for all the notice that the Report takes of it. There is a slight trouble with the Educational Authority of the West Riding of Yorkshire; and legal proceedings are now pending to settle it. As for the opposition of Merioneth and Montgomery, the Report touches lightly upon the fact that the Defaulting Authorities Act has had to be brought into operation; and gently hopes that the occasions on which it may become necessary to put that Act into operation will be rare. At Barry, it is true, the Board has been compelled to undertake the maintenance of the only voluntary school in the area, since the local authority declined to touch it: but on the whole, 'it is impossible to record without gratification the satisfactory relations which have, with few exceptions, prevailed;' and this though more than three hundred Local Authorities have been brought into close relation with the Board.

Tables are given on pages 20 and 21 of the Report, from which we learn that the non-provided schools are not diminishing: The Church of England has eleven thousand, and has added twenty-one during the year; the Roman Catholics one thousand, adding fifteen; the Wesleyans four hundred, adding one. Other denominations have added two. The increase of the Wesleyans, small as it apparently is, is extraordinary; for it has been the policy of that body, ever since the passing of the Act, to hand over as many schools as possible to the Authority. Very likely, under a Liberal Government, the increase may become a decrease.

This optimism on the part of the Board is apparently not shared by the 'Spectator,' a review

which, as my readers may remember, distinguished itself by the zeal with which it championed the Act of 1902 when it was passing through the House of Commons. 'We cannot,' says the 'Spectator' even now, 'sympathise with those extremists who regard the present Act as an infringement of the rights of conscience.' At the same time, 'as practical politicians, we realise that the Act cannot now be maintained in its entirety, and will have to be amended.' Seeing this, the 'Spectator' sets to work to discover some means by which what it regards as the greatest of evils, the banishment of religious instruction from State-aided schools, can be avoided. There is a real danger of such secularisation. It is not at all impossible that the clergy on both sides will shew themselves so uncompromising that at last the politicians will in despair declare that the State will give a purely secular education, and leave the clergy of the various denominations to provide religious instruction in Sunday Schools.

Believing that such a result would be a national calamity of the first magnitude, the 'Spectator' looks round for remedies. The most obvious solution, but also the most impracticable one, is denominational religious teaching; to let the parents state what creed they favour, and allow the representatives of that creed to teach it in the schools. It is plain, however, to the merest tyro in teaching that such a plan would ruin the discipline in the schools, and that it must, human nature being what it is, end in something like secularisation. When the first enthusiasm has died away, these voluntary teachers would attend, first spasmodically, then not at all. Hence we are driven back—and it is strange that the 'Spectator' should here at last fall into agreement with Mr. Lloyd George—upon a common creed. Canon Beeching, in a letter with which the Editor largely agrees, proposes a syllabus or catechism which should be drawn up by Churchmen and Non-conformists in Conference. Canon Beeching refers to a catechism used in Jamaica which seems to have met all wants: and he suggests that that catechism might be taken as the basis.

It is strange that the 'Spectator' does not see that this is a return to the system which the Act destroyed. In the great School Boards, Bradford, Leeds, Manchester, London, precisely such a common fundamental Christianity was taught. The Boards drew up a syllabus which met with the approval of both Churchmen and Non-conformists. Of the Bradford syllabus, for example, the Bishop of Ripon said it could not be improved. The Act of 1902 destroyed that

syllabus, and the 'Spectator' approved of the destruction; and now it comes back to the very system so wantonly wrecked! 'Canon Beeching does indeed draw a distinction between 'undenominationalism, a fond thing vainly invented,' and 'fundamental Christianity, neither vain nor fond;' but to most of us the distinction is without a difference.

Dr. Hodgkin, the distinguished historian, who is a member of the Society of Friends, makes in the same number of the 'Spectator' the following proposition: 'In our present system of education, religious teaching occupies about a twelfth part of the school-day, half an hour out of six hours. Then let the payment of the teacher, so far as it is provided out of the rates, be divided in the same proportion. If a rate of one shilling is about to be levied, let eleven pence of that rate be compulsory, and let this be applied solely to secular education. Let it be stated on the demand-note that an additional penny applicable to religious education is a voluntary rate, which no one need pay if he objects to it. If in any parish payment of the voluntary rate is universally refused, that must be taken as evidence that a purely secular education satisfies the requirements of the parishioners.'

To this plan there is the obvious objection that the Church party and the Roman Catholic party claim the teaching of their doctrines at the public expense as a right. If they can be induced to forgo this claim, well and good. Anyone who knows the difficulties of voluntary schools in the past will be slow to believe that the sum-total of these voluntary pennies of Dr. Hodgkin will amount to very much in any parish in England.

A manifesto of certain doctors as to the amount of sleep (legitimate and authorised sleep, we mean) taken by boys at our public schools, has aroused a good deal of attention. Stating that nine to ten hours is absolutely necessary for boys from thirteen to sixteen, they point out that few schools allow, even theoretically, as much as this, and that the allowance, scanty at best, is much diminished in various ways: silence is not enforced, the lights are kept in, and the like. Hence, to a great extent, the 'brain-fag' so often exhibited by boys. There is no doubt that this complaint is a just one; and it is to be hoped it will produce its effect. Schoolmasters are less attached than they used to be to the absurd idea that it was good for boys to be 'hardened' by want of sleep, or that it was merely laziness that made them object to rising at unearthly hours in the morning; but they have yet much to do

before they will satisfy a sound medical view as to the desirable modicum of healthy conditions at school.

This question of sleep was one of the subjects discussed at the recent Head-Masters' Conference, held this year at the College of Preceptors. Mr. Upcott of Christ's Hospital raised the point in a motion recognising the importance of the subject, and referring the whole matter to a committee. There the thing will, not inappropriately, sleep.

There were other subjects discussed at the Conference, but none of any great moment. At present we are in considerable danger of being inspected by the Universities. The Board of Education has, indeed, entrusted Universities with the work of inspecting Secondary Schools; and the Head-Masters' Conference, not unnaturally, approved this action. For the Universities, consisting of men very like in training and sympathies to the Head-Masters themselves, educated largely at public schools, and filled with the spirit of public school-dom, are not likely to initiate any drastic system of reforms. Their inspections will be full of discretion and reticence; like the old scholar with Euripides, they will so study the schools as to bear gently on their very faults. On the question of the study of Greek, Mr. Compton of Dover tried to move a resolution, but was ruled out of order; and the Conference proceeded to its most important business—namely the decision that it should meet next year at Malvern.

Those who wish to know what public-school education is like, cannot do better than study a recent article by Mr. A. C. Benson, who speaks with authority, having been a boy and a master at Eton for over twenty years, and having been one of the most distinguished assistant-masters in England for fully ten. I have already referred in these letters to his excellent work 'The School-Master.' What then does Mr. Benson think of public schools and of public school-boys? The answer is, so badly of the former that he is astounded that the latter are not far worse than they are.

The life of Almond of Loretto, recently published, is by Mr. R. S. Mackenzie, who was formerly a pupil, and afterwards a colleague, of the eccentric but great Head-Master. There is no need here to repeat how Almond brought a school, originally of fourteen boys, into the front rank; how careless he was of convention; how he insisted that all punishments should be short, sharp, and corporal; how regardless he was of mere scholarship, but how careful of honesty,

health, and justice. Open windows and open characters, good food at meals and none between, cold baths and warm clothing, hard work in school and hard play without; these were the principles which he taught in season and out of season. For many years he had great financial difficulties; but finally he conquered, and left a name which will go down to posterity with those of Arnold and Thring.

Reviews and Notices.

TABLES AND CONSTANTS TO FOUR FIGURES COMPILED BY WILLIAM HALL, CHAPLAIN AND INSTRUCTOR, R. N. (THE CAMBRIDGE UNIVERSITY PRESS.) 3s. net.

The notes on the method of using the tables are full and clear. The special feature of the work is the tables of natural haversines and log-haversines, haversine x being half of versine x and therefore equal to $\sin^2 \frac{1}{2}x$. We would draw the special attention of Mathematical and Engineering students to the examples worked out under this heading. Under Arithmetic tables one misses the cubes and cube roots of numbers. The book will on the whole prove useful both as an introduction to other and larger collections of tables and as a handbook for use in calculations where four figure accuracy is sufficient. In a cheaper form it ought to be in the hands of all our undergraduates. They are no doubt expected to use logarithms in solving triangles in Trigonometry. But the teaching in our colleges is so impractical that several teachers and most college students have never seen the logarithmic tables. Like the authors of popular text-books, the University Examiners have got into the habit of giving the necessary logarithms at the end of each question instead of insisting upon the candidates picking out the required logarithms from the tables supplied to them in the Examination Hall. We would commend the use of logarithms even in High Schools. But that is too large a subject to be discussed here.

ON MODELS OF CUBIC SURFACES, BY W. H. BLYTHE, M.A. (THE CAMBRIDGE UNIVERSITY PRESS.) 4s. net.

The object of this book is to give an outline of analytical and geometrical methods that are used in treating of cubic surfaces, not taking the more advanced part of the subject, but considering mainly anything that may help to the construction of models. The latter part of the book is

devoted to a description of the shapes of the surfaces. The work contains a hundred pages of highly interesting matter, which is however of no practical use even to M.A. candidates in Mathematics. Models of surfaces of the second degree are things unheard of in Madras. We doubt if our colleges can boast of even terrestrial and celestial globes.

THE FIRST BOOK OF EUCLID'S ELEMENTS WITH A COMMENTARY BASED PRINCIPALLY UPON THAT OF PROCHES DIADOCHUS, BY WILLIAM BARRETT FRANKLAND, M.A. (THE CAMBRIDGE UNIVERSITY PRESS) 6s. net.

This book which is evidently a labour of love on the part of the author is of great antiquarian interest to mathematicians. The following passages are taken from the Preface and the Introduction: "The Editors of the Elements of Euclid have in these days given us more often what Euclid should have written than what Euclid did actually write twenty-two centuries ago. Since 1883, however, we have had before us the critical edition of Dr. Heiberg, whose faithful labours have presented to us the nearest possible approach to the autograph. We have striven to present to the student a close translation of the result of Dr. Heiberg's work by which Euclid may be seen in a truer light as the expositor of the principles of Geometry in the first book of his elements." "We give very many specimens of the additions and criticisms made by Proches between seven and eight centuries after the Elementist's day. Some of his best points and remarks have been forgotten only to be re-discovered and re-stated in an inferior form by comparatively modern editors. We have also consulted the commentary of Avaribius, now ten centuries old." "Historical investigation had made it clear that Euclid in putting forth his Elements was presenting a logical arrangement of results that had long been known to obtain in the realm of Geometry. Writing about 300 B.C., his aim in the earlier books of the Elements was to display in the clearest reasoned order what Geometrical students ought first to learn. He wrote not as a pioneer but as a guide, not as an investigator so much as a teacher. His powers were devoted more to the arrangement than to the material, to the form than to the substance. The Elements are an exposition of Geometry starting from the very first principles, and they may with considerable probability be regarded as the fruits of Euclid's labours in the teaching

of Mathematics at the new University of Alexandria."

EASY MATHEMATICS, CHIEFLY ARITHMETIC, BY SIR OLIVER LODGE, F. R. S. (MACMILLAN AND CO., 1905).

This book is a collection of observations on various ideas and methods of Mathematics, especially those of Arithmetic and Algebra. Among the topics dealt with are the Arabic notation and the early operations of Arithmetic, dealings with money and with weights and measures, decimals and vulgar fractions, algebraical aids to arithmetic (e.g., in the extraction of square and cube roots), logarithms and their uses, the progressions and variation and elementary ideas of differentiation. The appendix contains interesting notes on the Pythagorean Numbers (i.e., "triplets of integers which serve to express the relative lengths of the sides of commensurate right-angled triangles") and on Implicit Dimensions.

The early chapters of the book are lessons in the method of teaching, counting, notation, positive and negative quantities, the fundamental operations, fractions, etc., to children. The author feels very strongly on the spoiling of children by bad teaching. He thinks that no child, physiologically sound, can be "bad" or stupid. "The badness of children are largely the effort which nature makes at self-preservation, for inattention and laziness are the weapons whereby an attack of mental indigestion can be warded off. The only fault with very young children is that they are too good, and therefore too easily damaged. Later on a spirit of rebellion acts as a preservative."

Sir Oliver deprecates exercising children in the use of intricate and obscure tables of weights and measures. To quote him: "Discipline and punishment lessons might possibly with advantage be confined to this region. Even for punishment it is however hardly necessary to inflict sums dealing with acres, furlongs, poles or perches; or with bushels, pecks, scruples, quarters, penny-weights and drams. There are plenty of real and living units to be learnt in Physics: We need not ransack old libraries and antique country customs for them." Dullness prevails in this region, for the children have no idea of the measures they are manipulating. Arithmetic ought to be learnt in the concrete. The author's words on this point are specially noteworthy:—"It is highly desirable that arithmetical practice

should be gained in connection with laboratory work, for then the sums acquire a reality, and interest is preserved. It is absolutely essential that all concrete subject-matter be based upon first hand experience, for unless that can be appealed to, abstractions have no basis, but are floating unsupported in air. It far too frequently happens that a child, constrained to do sums expressed in terms of weights, has never weighed a thing in its life. It is the same mistake as is made when a child is drilled in the formal grammar of a language about which it knows absolutely nothing. In every case concrete experience should be the first thing provided, and abstractions may follow." How little is this done in our schools! In treating Arithmetical problems it is usual to prohibit the use of a symbol for the unknown quantity and sometimes to use such clumsy substitutes as "Let A's share = A's share," as though they are clearer. Sir Oliver Lodge is for the early introduction of x in Arithmetic. "It confers both power and clearness. Many arithmetical sums are needlessly hard because x is forbidden."

Interesting and valuable observations similar to the above abound in the book. Those who expect a regular course of instruction or a connected discourse in the book will be disappointed. But it is a collection of stray and suggestive notes and hints to teachers, parents and adults, well calculated to set people thinking on mathematical matter and methods. The model of the book is almost new. And though the author says that the book was not written to meet any demand except that of his determination to aim at the improvement of mathematical teaching, it will, we believe, create a desire for more books of its kind. We accord it a hearty welcome.

CONTINUOUS MENTAL ARITHMETIC. A GRADDED COURSE FOR ALL THE CLASSES OF THE ELEMENTARY SCHOOL, BY G. F. SMITH, B.A., LL.D. (THOMAS NELSON AND SONS, 1905). 2s.

The book affords ample facilities for a systematic course of the generally neglected subject. The strengthening of memory and the securing of continued attention on the part of the teacher and the taught are the special features of the book. Although English weights and measures are largely employed it may safely be tried in the elementary stages of our Indian schools with suitable changes to the Indian weights and measures.

XII

CHAMBERS'S 'THOROUGH' ARITHMETICS (SCHEME B), BY W. WOODBURN. TEACHER'S BOOKS NOS. IV AND V. (W. AND R. CHAMBERS, LIMITED, LONDON) 10d. net.

These books combine scope both for slate and mental work. The notes are given to promote the good habits of correct manipulation and speediness. The short methods printed in the last page are really valuable and suggestive.

THE SCHOOL MASTER'S YEAR BOOK AND DIRECTORY, 1906. (SONNENSCHN). 6s. net.

The fourth year's issue of the Directory now before us is an admirable reference book. It contains a review of the year, gives an idea of the administration of Secondary Education, of the different educational societies and organisations, of Universities, Colleges and Medical Schools as also a great deal of miscellaneous information of educational interest.

Would any enterprising publisher take a leaf out of Messrs. Sonnenschein and do for India what they have done for England?

A JUNIOR FRENCH PROSE, BY R. R. N. BARON (METHUEN AND CO.) 2s.

The book is on the lines of Mr. Baron's advanced 'French Prose Composition,' with modifications necessary for younger students. The book contains Examples and Rules in Syntax dealing with points in which English usage differs from French, exercises in everyday language and graduated continuous passages.

A very useful book for beginners in French.

GRAMMAIRE FRANÇAISE ÉLÉMENTAIRE, BY W. MANSFIELD POOLE, M.A. (JOHN MURRAY). 2s. 6d.

The Grammar being essentially part of the reading lesson, the author believes it must be French. The 'direct method' favours the view. As an elementary book on French Grammar, it is admirable and it contains plenty of exercises.

The following books have also been received:

FABLES CHOISIES DE LA FONTAINE, EDITED BY W. G. HARTOG, WITH ILLUSTRATIONS. (RIVINGTONS). 1s.

It forms one of the Publishers' New Junior French Texts.

HISTOIRE D'UN HOMME DU PEUPLE: ERCKMANN-CHATRIAN, EDITED BY R. CHESSEX. 3s.

JEAN SBOGAR: NODIER, EDITED BY D. LL. SAVORY. 2s.

Both form additions to the Oxford Modern French Series brought out by the Clarendon Press and excellently edited under the direction of Mr. Leon Delbos.

LES CARACTERES (CHOIX) PAR LA BRUYERE, ADAPTED AND EDITED BY EUGENE PELLISSIER.

One of Messrs. Macmillan's Siepmann's French Classical Texts.

MARCHAND D'ALLUMETTES PAR A. GENNEVRAVE, EDITED BY CLOUDESLEY BRERETON. 2s.

One of Siepmann's Elementary French Series.

PREPARATORY CESAR DE BELLO GALlico, BOOK II, BY FRANK RITCHIE. (LONGMANS AND CO.) 1s. 6d.

The book has illustrations and maps and plans. There are general grammatical notes, special notes on difficult points in the text and a vocabulary at the end.

Indian Educational Notes.

MADRAS.

THE Convocation of the Madras University will be held on Friday, the 30th proximo, when, as already announced, Rao Bahadur C. Nagoji Rau will deliver the Address.

It is said that Mr. D. S. Ramachandra Rao, M.A., M.B. and Ch. B., has been appointed Professor of History in the Pachaiyappa's College, Madras, in the place of Mr. J. A. Yates.

THE report of the St. Aloysius College, Mangalore for 1905 is an interesting record of the systematic and useful work done by the Jesuits. All round there have been visible improvements. 24 out of 34 pupils were successful in the Matriculation examination and 6 out of ten in the F. A. The present strength of the College is 511, showing an increase of 54 over the corresponding date of last year.

A GOVERNMENT NOTIFICATION.

AMONG the resolutions arrived at by the Educational Conference which sat at Simla in 1901 was one recommending the institution of State Technical Scholarships for the encouragement of further study by Indian students of the higher branches of technical education. This proposal was accepted by the Government of India and eventually sanctioned by the Secretary of State. Although these technical scholarships were established two years ago and widely advertized at the time, no suitable candidates have offered themselves in Madras. The Governor in Council desires again to call attention to the scheme, to explain the object of the scholarships, and to set out the conditions under which they will be offered and held.

2. The object of these scholarships is to provide for natives of India, who are capable of taking advantage of it, the higher technical education, which may qualify them to promote the improvement of existing native industries and the development of new industries, technical education for this purpose being defined as (a) the study of the scientific methods and principles underlying the practice of any handicraft, art or industry and (b) the application of these methods and principles to the practice of that handicraft, art or industry. At the same time the selection of candidates for the scholarships is limited to those who have displayed in their educational career an aptitude for technical study.

Agriculture does not fall within the present scope of the scheme, nor does it include Engineering, Law, Medicine, Forestry or Veterinary Science, for which provision already exists. The technical scholarships now under consideration are also distinct from the scholarships known as the Government of India Scholarships which have been given since the year 1886, and which continue to be given, at the rate of six a year, to young men from the Indian Universities to enable them to complete a professional education in Europe. A full account of these scholarships will be found in the Madras University Calendar.

3. In ordinary circumstances the period for which the technical scholarships under consideration may be held is two years, but in special cases it may be increased to three years or reduced below two years. The value of the scholarships has been fixed at £150 a year, but if in any particular case this amount is found insufficient, the Government will be prepared on good grounds to consider its enhancement. The scholarships are tenable in foreign countries as well as in Great Britain. At present it is not proposed to award any definite number of scholarships annually, and the Government are ready to consider the case of any promising and well-qualified candidate.

4. The Government feel that it would be most regrettable if a scheme so full of promise should fail. They would be glad if the press, commercial bodies, and in general all influential agencies should co-operate with them in giving the fullest publicity to it. The reluctance of candidates to come forward may be due to ignorance of the precise conditions on which the Government are prepared to offer scholarships. The Government have now anxiously considered the question as to the industries in connection with the development of which technical scholarships may at first be most profitably awarded; and the circumstances of the following among other industries have been reviewed in the light of such information as the Government have available:—

- | | |
|---|---|
| (1) Weaving. | (11) Coconut-oil manufacture. |
| (2) Tanning. | (12) Pencil making. |
| (3) Manufacture of jewellery. | (13) Candle making. |
| (4) Sheet metal work. | (14) Fish curing. |
| (5) Glass-making. | (15) Sugar manufacture. |
| (6) Cotton spinning. | (16) Manufacture of palm-iron products. |
| (7) Printing and lithography. | (17) Gold lace. |
| (8) Mining and metallurgy. | (18) Manufacture of sulphuric acid. |
| (9) Preservation of plants and flowers. | (19) Pottery. |
| (10) Manufacture of artificial eggs. | |

5. In the case of many of these industries, applications for assistance have been received; but unfortunately in the case of the great majority of the applicants their general educational attainments were insufficient to enable them to benefit by the kind of instruction which it is the purpose of the scheme to impart, or on the other hand they did not possess that preliminary practical knowledge of the industry which is equally essential to the special course of study. As regards the industries in the foregoing list, some are not susceptible of being organized on a considerable scale; some, which are

new to the Presidency, need to be established before it would serve any useful purpose to provide for their technical study; in the case of some again, of great importance, such as cotton spinning and weaving, it is understood that they can be now sufficiently studied in India, for instance in Bombay, without going abroad; in respect of other industries, e.g., gold lace, pottery, brick-making, the Government have no sufficient information regarding their circumstances, but will cause special inquiries to be made. The fish-curing industry is now being investigated by Sir Frederick Nicholson and the Government will defer the consideration of that industry until they have had the advantage of consulting Sir Frederick's report.

6. It was the original purpose of the Government to link the scholarship scheme with the general system of technical education in the Presidency or, in other words, it was to be an extension of that education; but, though Government are doing all in their power to develop that system, they fear that some years must elapse before any decided progress is made. In these circumstances it seems best to confine the grant of the scholarships at present to the study of those industries on the stimulation of which under existing conditions money may, on the information before the Government, be profitably expended.

7. After careful consideration the Governor in Council considers that the first scholarships may be most advantageously assigned in connection with the study of Industrial Chemistry in one or more of its branches and with the tanning industry. As regards Industrial Chemistry, a knowledge of it is at the foundation of the intelligent understanding of the practical processes in numerous industries and arts as well as essential to their development. Experts trained in the appropriate branch of the subject ought to find ready employment in those industries which demand a special acquaintance with the practical application of science to industrial processes. Tanning is growing to be an important native industry in this Presidency and it is understood to be capable of considerable improvement and expansion in which natives of the country specially trained in Europe or America can largely assist. His Excellency the Governor in Council is for these reasons of opinion that Industrial Chemistry and Tanning are appropriate subjects for the study of which the first State Technical Scholarships may be offered. Accordingly the Government are prepared to receive applications from candidates desirous of prosecuting the scientific study of these subjects. In the case of Industrial Chemistry the special branch or

out the better for all parties. But it is the great intermediate class of average men who commence with a liking for teaching, or at least a leaning towards it, for whom training will do much; but how is this to be brought about? Evidently men cannot be induced to give up time and money to training for a profession which they believe does not offer good prospects of a successful career. Improve the prospects, make the profession attractive, and the rest will follow.

CURRICULA.

The curriculum, as well as the methods of teaching, in secondary schools had been subjected to much criticism of late. The great danger in the modern secondary school—from which the more purely classical schools are free—is that we try to teach too many subjects at one time, and the boy leaves school not knowing any one subject well. As time goes on and the sum of human knowledge has increased, new subjects have been added to the school curriculum, and not one has been omitted that he had ever heard of except, perhaps, “the use of the globes.” And every subject has its partisans who consider it more important than any other subject. In fact the overloading of the time-table has been going on to an increasing degree for years. The whole system is in a state of acute congestion, and the only cure is an immediate simplification. No real progress is made in any subject until a certain degree of mastery is obtained, but, under the present conditions, it is impossible for the average boy to master any subject. The stimulus of enjoyment is therefore sacrificed and a boy's whole time is spent on elements. Mr. Wells (not their member) speaks of the “dullness of the scholastic atmosphere,” and he admitted there was room for improvement. One cure is in a simplification of the time-table. A boy must not have to turn his mind to so many different subjects in any one week. He did not say that any boy should leave school totally ignorant of many of the subjects we now teach. But more might be done than is done at present in making a selection. The whole of the subjects which we consider go to make up a good general education may be divided into about five sections according to the faculties exercised, and, roughly, if we take the whole period of school life into account, an equal time would probably be given to each. But in any one year the time given to one or more subjects might predominate over that given to the others; and when we have to add a subject—such as manual work—we might drop another which is allied to it. At present, they generally have many irons in the fire at one time.

STAFFING.

Another desideratum in most schools is a larger staff. If it were possible to draw a proper comparison between the staff of any secondary school and that of a successful business house, or of a Government office, it would be found that there are very few secondary schools in the country which are not much under-staffed.

SCHOOL FEES.

All this would make secondary education more expensive than it is at present. They required more masters, better trained masters, and better paid masters. He had said nothing of the antiquated state of the buildings of many of the old grammar schools. The income of most schools is from three or four sources—endowments, fees, and grants from the Local or Central Authority or from both. Endowments are either stationary or dwindling. Parents have been taught to expect secondary education for a small fee, and it is doubtful whether it would be advisable to raise the fees to any extent in many localities, although the great development of the scholarship system throughout the country has put it in the power of promising boys to obtain an advanced education at very small expense to their parents. There are very few instances in which a brilliant boy need be debarred from a good education because of the cost of it. He believed that the scholarship system, properly organized and carried out, was one of the best investments the country has made of late years. The raising of fees, therefore, would not be such a hardship as it would have been before the scholarship system was so universal.

TREASURY GRANTS.

There remain the grants. The majority of Local Authorities are either unable or unwilling to increase them to any extent.

Sir W. Hart Dyke well said, a few days ago, that he lamented the indifference which the legislature manifested towards education. He was not throwing stones at any particular party; but he had observed during a long Parliamentary experience that the few hours devoted to the Education Estimates were almost grudged by the members. They heard a good deal about the Army, Navy, and Reserve Forces, and an enormous amount of time was occupied in considering matters relating thereto; but in his opinion the defensive force of education was quite as important, and should therefore receive more attention. France and Germany and the United States were always marshalling their commercial battalions

to the detriment of the industries in this country, and it was quite as necessary for England to protect her commerce and trade by educating the people as it was to maintain the Army and Navy to defend our shores. Whereas money was lavished upon the other services, it was merely dribbled out for education. He hoped that the turn for secondary education had come, and that, by the aid of an increased Treasury grant, it will be put within the reach of all throughout the country who are fit to receive it.

The following Resolutions were moved:

“That the current regulations of the Board of Education for secondary schools are tending to undue restriction of the ‘freedom, variety, and elasticity’ which are desirable in the case of public secondary schools.”

“That the policy of minute regulation of details of school work pursued by the Board of Education constitutes a grave danger to secondary schools.”

“That in the award of grants special consideration should be given to the case of schools formerly called ‘A Schools,’ of which the efficiency is threatened by the reduction of payments.”

“That discretionary power should be given to schools to enter pupils for external examinations in the first and second years of the course.”

“That, with the purpose of diminishing the present excessive requirements made during the school year by the Board of Education and by Local Authorities for statistics to be furnished by secondary schools, the Association should endeavour to obtain an effective unification of such requirements.”

“That, in the opinion of this Association, additional State aid is required to maintain and develop the efficiency of already existing secondary schools.”

FEDERATION.

“This Association approves of the proposal to form a Federal Council of representatives of the chief bodies of Secondary Teachers.”

CLASSICAL EDUCATION

“That this Association welcomes the efforts of the Classical Association of England and Wales towards maintaining classical education in secondary schools and improving its methods.”

EDUCATION OF PUPIL-TEACHERS.

“That, to secure the continuity of the education of boys intended for pupil-teachers, it

is the opinion of the Association that the existing half-time system should be modified so as to provide that every pupil-teacher attends, for at least two years, as a full-timer at the school to which he will subsequently be attached as a half-timer.”

The following resolutions were also agreed to:—

“That it is advisable that steps be taken for collecting data of the physical condition and growth of pupils in secondary schools”

“That the Association recognizes the importance of the recent medical pronouncement on hours of sleep in schools, and requests the Council to give the matter careful consideration.”

“That, in the interests of national welfare, the influx of pupils from public elementary to secondary schools should be encouraged.”

The Conference then closed.

A NEGLECTED ASPECT OF COMPOSITION.

It has been said that English, though generally considered the easiest subject, is in reality the most difficult one to teach as it should be taught. And composition after its early stages is the most difficult branch of English. It is generally considered that the subjects for composition should be objective rather than subjective; that essays should be given on historical, literary, or scientific subjects. The chief aim of composition is looked upon as being to teach the logical arrangement of facts, and the best manner of expressing ideas: more attention is given to the style than the matter of an essay. All this is good in its way, and at the proper period, but when the above aims have been achieved there is another aspect to the teaching of composition, which is too often neglected.

“As it should be taught” the aim of composition lessons, after the art of building up sentences and connecting them has been mastered, after the value of taking trouble over the form in which ideas and facts are expressed has been appreciated—the aim should then be to arouse thought and imagination. The *raison d'être* of composition for older pupils about to leave school has gone unless the exercise has ceased to be mechanical and grammatical, or even rhetorical, and has become a stimulating intellectual and ethical one. In its last stage, when the generally accepted ideas regarding composition have been satisfied, the primary objects of the lesson should be, in ascending order of importance, (a) to

Primary education would be materially extended. The financial results of any measures which may be recommended, and the degree to which Government and the Municipality respectively ought to contribute should be fully treated by the Committee in their Report. I am to say that His Excellency the Governor-in-Council proposes that the Joint Committee to be appointed should consist of the Director of Public Instruction, the Municipal Commissioner, the Chairman of the Joint Schools' Committee, and a member to be nominated by the Corporation. Government are of opinion that this Committee will be able, after making such investigation as they consider necessary, to supply information which will place both Government and the Corporation in a position to come to a conclusion as to whether any, and if so, what further action is desirable with the object of effecting an extension of the facilities for Primary Education in the City of Bombay.

I am to enquire if these proposals meet with the assent of the Corporation, and to request that in the event of their doing so, Government may be informed of the name of the gentleman who may be nominated by the Corporation as a member of the suggested Joint Committee and whether they have any objection to the Municipal Commissioner serving thereon.

(Signed) H. O. QUIN,

Secretary to Government.

BENGAL.

THE Government of India refused to sanction the request of the Calcutta University for an extension of time within which to send the revised Bye-laws and Regulations. In the last meeting of the Senate, Dr. Guru Das Bannerjee brought forward a proposition that the Bye-laws and Regulations be taken up and passed in 3 days. Sir Guru Das was outvoted and the resolution of the Government that what the Senate may arrive at will be regarded only as suggestions, was recorded.

Mr. H. Sharp of the Indian Educational Service, has been appointed Director of Public Instruction, Eastern Bengal and Assam.

Mr. C. Little has been temporarily appointed Registrar of the Calcutta University in succession to Mr. Kalicharan Banerjee who resigned the appointment owing to continued illness.

Mr. Justice Mukerjee has been offered and accepted the post of Vice-Chancellor of the Calcutta University, which will be rendered vacant by the retirement of Sir Alexander Pedler.

In compliance with the request, made in the subjoined letter, signed by six members of the Senate, and agreeably to Section II of the Bye-Laws relating to the Senate, the Vice-Chancellor of the Calcutta University convened a special meeting of the Senate on Saturday, the 24th February, at 11 A.M.

REQUISITION.

To

SIR ALEXANDER PEDLER, Kt., C. I. E., F. R. S.,
Vice-Chancellor, Calcutta University.

Sir.—We, the undersigned members of the Senate of the University of Calcutta, request you either to call a special meeting of the Senate on an early date to consider the following Resolution, adopted by the Syndicate at their meeting held on the 2nd February 1906, or to lay the said Resolution before the meeting of the Senate to be held on Saturday, the 17th instant, at 11 A.M.

RESOLUTION.

"That with a view to discourage cramming the Syndicate resolve to accept the following principle viz., not to appoint as Examiners gentlemen who are known to them to be authors of such "keys," "guide books," "notes," "companions," "commentaries," or other such books as encourage vicious methods of study and discourage sound methods of teaching."

It is desirable, we think, that the Senate should consider not only the merits of the Resolution, but also the manner in which effect should be given to it, if it is approved.

We have, etc.,

(Sd.) BHUPENDRA NATH BASU,

" A. CHAUDHURI,

" GOLAP CHANDRA SARKAR,

" MOHENDRA NATH ROY,

" NILRATAN SIKKAR,

" SURESHCHAND SARBADHIKARI.

A touching farewell was accorded to Dr. P. K. Roy by the students of the Calcutta Presidency College, on the eve of his retirement from service. He was presented with an address enclosed in a silver casket. Dr. Guru Das Bannerjee paid some well-earned compliments to Dr. Roy.

THE PUNJAB.

An Agricultural College and Research Institute for the Punjab is to be established at Lyallpur. The staff will include a Principal and a Professor of Agriculture, an Agricultural Chemist and Economist and a Botanist; also a Mycologist and Entomologist, who will go out on lecturing tours. The College will train men for the Agricultural Department and teachers of Agriculture for the Normal Schools under the Education Department. Experimental farms will be scattered about the Province.

A scheme has been set on foot through the initiative of His Highness the Aga Khan to start a Science School in connection with the Aligarh College with a view to commemorating the approaching visit of their Royal Highnesses the Prince and Princess of Wales to that College, and as a token of regard in which they are held by the Indian Muhammadans. The fund was only recently started, His Highness the Aga Khan heading the list with a sum of Rs. 34,000. It was last week announced that the fund had reached a sum of Rs. 1 lakh in Northern India only. It was resolved to appoint a Committee, composed of gentlemen representing the different sections of the Muhammadan community, to collect the necessary funds.

Foreign Notes.

LORD CURZON OF KEDLESTON has been nominated Romanes Lecturer at Oxford University for 1906.

Mr. JOHN D. ROCKEFELLER is reported to have given Chicago University a fresh gift of £300,000, two-thirds of the sum as permanent endowment.

The University will, it is said, receive £1,000,000 under the will of the late Mr. Marshall Field.

THE *National Waifs' Magazine* for January has just been issued, and a copy will be sent gratis and post free to anyone who applies for it at the Head Offices of Dr. Barnardo's Homes, 18 to 26, Stepney Causeway, London, E. Since the widely lamented death of Dr. Barnardo in September last, the work of Waif rescue carried on by the Homes which he established is being actively carried on: how actively, a pair of pictures on the first page of this Magazine strikingly show. Eight thousand boys and girls are under the wings of the institutions to-day; nearly 60,000 in all have been rescued. There appears ample scope for their efforts as the cases quoted show. The Magazine is well illustrated from photographs. Among these is a photograph of the late Dr. Barnardo's grave in the midst of the pretty village for girls which he built at Barkingside. The new Director of the Homes, Mr. William Baker, was to have received a general welcome from friends of the Homes at Exeter Hall on Thursday, February 15.

DR. J. S. MACKENZIE, author of *A Manual of Ethics* in the "University Tutorial Series," has been appointed Donkin Lecturer in Sociology at Oxford University.

OXFORD examinations are better than American University examinations according to an enthusiastic Rhodes Scholar who writes in a contemporary: "Oxford has reduced examining to a science. Instead of leaving the preparation of questions in the hands of the lecturers themselves, as merely an incidental duty among many others, Oxford entrusts this work to experts, who make it their special concern to prepare sets of questions that are as judiciously chosen as possible. The result is that, contrary to what is usually the case elsewhere, these examinations are truly a test of the student's knowledge. There are enough general questions to ensure that no well-prepared student shall be in danger of failing, and enough questions of minute detail to cause the undoing of the idler."—*The University Correspondent*.

The Educational Review.

In some respects we in Madras are ahead of other places in India. The Bombay University Con- vocation. The system of making the Vice-Chancellor address the graduates year after year during his term of office obtains elsewhere. Here we do not follow the practice. Some eminent gentleman is annually chosen by the Chancellor to address the graduates "exhorting them to conduct themselves suitably unto the position to which they have attained." By this arrangement we secure the best men available to address the graduates when they are most likely to be impressed by such addresses; and we do not lay the hortatory burden too heavily on one and the same gentleman. Other places would do well to follow the practice in Madras and the change will have the effect of bringing a greater number of eminent men to address the graduates and there will be a higher level of inspiration in Convocation oratory.

Particular interest attaches to the last Convocation address in the University of Bombay, as it was delivered on the eve of Dr. Mackichan's retirement from active work. He has been long connected with the University and he has had no mean share in moulding the policy of University education in Bombay and elsewhere. From all we learn he has proved an efficient Vice-Chancellor and his industry, despatch and devotion to the educational work of the University have been highly and deservedly praised.

Our readers are probably familiar with the boast of the Madras educational experts that the Universities Act might dis-

gress the Universities in other Presidencies and that the putting of the educational houses in order would be more pressing need elsewhere than here but that we of Madras were in advance of other Universities and that we had much less to do to bring us into line with the provisions of the Act. We learn from Dr. Mackichan that a similar self-complacent spirit is not absent in Bombay. "We in Bombay," the Vice-Chancellor boasted, "had little to fear from the most rigid interpretation of the Act." They had in fact anticipated the proposed reforms and in accepting them there was nothing of the nature of a revolution or a cataclysm to dread. It was specially so in the matter of affiliation of colleges. Hence the University lays no special stress on the regulation for the inspection of colleges. "We do propose that they be periodically inspected and submit periodical returns; but our conception of this duty is not that the University shall regard her colleges as institutions to be inquisitorially dealt with but as integral parts of herself in whose prosperity and development she is deeply concerned." The colleges are to be encouraged in the effort to improve themselves and they can count on the help of the University should Government or the governing body of a college prove too apathetic. No preliminary inspection of its colleges was found to be necessary by the University to ascertain which of them were deserving of continued affiliation; as it knew already they were on the whole efficient institutions. Happy Bombay, where the Vice-Chancellor can boast thus of the colleges!

Again in the matter of providing facilities for higher study and research work Bombay has been evincing anxiety and the new regulations with regard to courses of study and examination show little departure from

the old lines. The most important innovation has been the institution of the M.B. degree, an innovation to be welcomed by every body.

Dr. Mackichan insisted in no ambiguous terms on the importance of higher education. The spirit of the utterance is in cheering contrast to that of Sir Thomas Raleigh who piloted the Universities Act through the Imperial Legislative Council. Dr. Mackichan said: "Let me express my own deep conviction, as deep as any you can feel, that there could not be a more retrograde policy devised than to seek to hinder by any external restriction the extension of the area of higher education. Such education cannot be too highly extended provided we preserve the high ideals which ought to inspire it. Some tell us that the number of graduates is excessive and that the continued multiplication of them will only tend to produce discontented men. We admit that, if the University graduate is not prepared to enter any field for which his education has fitted him, but confines his aspirations to one or two directions, he will suffer disappointment. But this is no reason why the State should for a moment pause in its efforts to diffuse the light of true learning over the widest possible area. Any hesitation here would bring discredit to the State and I for one should feel that Britain had withheld her hand from one of her noblest tasks and had forfeited one of her greatest glories if she should exhibit the slightest distrust of a policy that has done so much to gain for her the confidence of the nations under her rule." The heaviest sin of the Brahmin has been that he begrudged knowledge to his fellowmen and a heavy

reckoning he has had to pay in consequence. Let the history of the Brahmin be a warning to all who would place restrictions on the diffusion of knowledge. We are glad to find Dr. Mackichan among the upholders of the anti-Brahminic policy.

The Vice Chancellor had some words of sympathy for the National University idea. He was prepared to welcome it as an experiment that will throw light on the educational problem in which all are interested. To the extent that the new movement is directed to the better equipping of men for the development of the varied resources of their country he sympathised with it, would watch its progress and rejoice in its success. He deprecated any spirit of opposition that might mar the achievement of desirable results. Such an attitude is unimpeachable.

There was a reference by Dr. Mackichan to the change made with regard to the age of the candidates for the Matriculation Examination. There would have been less difference of opinion on the matter if all had thoroughly realised the ends and aims of High School education and as these are in countries like England, Germany and Japan. High School education is practically that which prepares the majority of youths for their professional careers and an average High School youth is by age, study and experience far ahead of our college youths. The Hugh Rendals of foreign Universities are certainly more fitted for University instruction than our precocious Matriculate. We can conceive of cases of hardships where an additional year's study would mean a strain too heavy for poor men's resources. But weighing the evil against the

may inducement, is given to the working out of original lines of treatment—always, that is, within the broad limits prescribed by the central authority—headmasters who wish to ensure the approval of inspectors will be inclined to insist on a rigid adherence to the methods recommended by the Board; so that ultimately these suggestions, admirable in intention, may acquire all the deadening influence of red-tape regulations.—*School.*

GERMAN IN GERMAN SCHOOLS,

BY ELIZABETH LEE.

IN 1693, JOHN LOCKE wrote: "Since it is English that the English gentleman will have constant use of, that is the language he should chiefly cultivate." He continues by deploring the universal neglect of the study of English, and that no care is taken to improve young men in their own language so "that they may thoroughly understand and become masters of it. If any one among us have a facility or purity more than ordinary in his mother tongue, it is owing to chance, or his genius, or anything rather than to his education, or any care of his teacher."

Foreign nations are, he finds, more sensible: "We see the policy of some of our neighbours hath not thought it beneath the public care to promote and reward the improvement of their own language. Polishing and enriching their tongue is no small business amongst them: it hath colleges and stipends appointed it, and there is raised among them a great ambition and emulation of writing correctly."

The philosopher concludes thus: "Whatever foreign languages a young man meddles with (and the more he knows the better), that which he should critically study and labour to get a facility, clearness, and elegancy to express himself in, should be his own, and to this purpose he should daily be exercised in it."

Could Locke revisit the earth, he would scarcely note much improvement in the teaching of English in this country, while he would find our neighbours still basing a liberal education on the careful study of the vernacular.

Intelligent visitors to German higher schools cannot fail to be impressed with the admirable methods of teaching language and literature employed in them, whether German, English, or French. But what he finds, perhaps, most striking is the important place assigned in the curriculum to *Deutsch* (German).^{*} Eight to ten hours a week are devoted to *Deutsch* in the lower classes, and never less than four or five in the upper classes. Even in the time-table of a Lyceum for girls who wish to pursue their studies after leaving school, *Deutsch* fills six hours a week. So that when the pupil leaves school at the age of sixteen or seventeen, unless he is extraordinarily stupid or has been extraordinarily idle and inattentive, and idleness and inattention are not easy of accomplishment in a German school, he will necessarily possess a competent knowledge of the literature of his country, ability to express himself clearly and even attractively—the familiar letters of cultivated Germans invariably contain the prettiest and most appropriate turns—in his own language, and, further, a basis of culture will have been laid that possibly accounts in some measure for the far more critical attitude of the educated public in Germany towards literature, art, and the stage than obtains in England.

One of the most notable features in German methods of teaching, and one which applies to all subjects, is the thorough systematic preparation insisted on before a fresh step forward is taken. This fact is well illustrated by the directions of a German writing-master about to initiate a small boy into the mysteries of the art of calligraphy. *Eintauchen!* (Dip your pen in the ink.) *Abstreichen!* (Draw it across the rim of the ink-pot to wipe off any superfluous liquid and so avoid the customary blot.) *Ansetzen!* (Begin.) In the same way, if a girl goes to a technical school desiring to learn dressmaking or millinery, before she is allowed to handle gown or bonnet she must acquire proficiency

^{*} It should be clearly understood that "*Deutsch*" never includes history or geography but deals solely with language and literature.

in all the varieties of sewing that go to the making of a dress or the trimming of a hat. The complaint most constantly heard from German professors and teachers of their English pupils or assistants is their lack of adequate previous preparation for the work they desire to undertake.

The plan of the study of *Deutsch* will perhaps be best understood from a rough synopsis of a year's work in a very large and important girls' high-school in North Germany. It must be remembered that the school course extends over ten years: there are, as a rule, ten classes in the school in each of which the pupil spends a year, beginning in the lowest, Class X.—Class I, being always the highest class in the school.

In Classes IX to V the literature teaching consists of reading aloud, the learning of poems by heart, the study of twenty short pieces of prose and poetry, varying of course in each class and gradually increasing in difficulty. Essay writing is begun in the second half-year of Class VIII., six short essays being required. In Classes VII to V fifteen short essays are required each year: among the subjects lately set we noticed—"Ulysses at the Court of Alcinoüs," "Our garden in spring," "A marvellous rescue," "An hour at the railway-station," "Luther before Ursula Cotta's house." The grammar teaching is carried out as follows:

Class IX.—Subject, predicate, and their complements; nouns, adjectives, verbs, and pronouns the use of the full stop and the note of interrogation.

Class VIII.—The comparison of adjectives and adverbs; numerals; simple word-formation; the use of the comma.

Class VII.—The different kinds of dependent clauses.

Class VI.—The complex sentence; the use of the colon and the dash.

Class V.—Foreign words and names in general use; exercises in punctuation using all the stops.

The teaching gradually becomes more advanced

as the classes rise, but the ground already traversed is always gone over again.

In Classes IV to I literature and essays writing assume greater importance, but reading aloud, the learning of poetry by heart, and the general repetition of the previous language-teaching still form an essential part of the work. As in Germany it is not considered undignified to gain knowledge of a literature through translation, in Class IV selections from Homer's *Iliad* and *Odyssey* are read in a good German version. Teachers of English know to their cost how ignorant girls who have learnt no Greek or Latin, and they form the greater proportion, are of the works belonging to the two great literatures of antiquity that have influenced the modern world of culture. The rudiments of prosody are taught in connection with the Homer readings. The twenty pieces of prose and poetry to be studied in the year are chosen from authors of the eighteenth and nineteenth centuries, and the biographies of those particular authors supply material for brief lectures. In Class III, much the same course is pursued. The *Nibelungenlied* and *Gudrun* (in epitome) and Schiller's *Wilhelm Tell* are read. Prosody and the classification of poetry—epic, lyric, and so forth—are studied. Ten long essays, two of which must be written in class (time allowed, four hours) and four short essays written in class (time allowed, four hours) and four short essays written in class (time allowed one hour) are required in the year. The subjects for the longer class essays were: "How I like to spend my holidays" and "The Greek Theatre" (based on Schiller's *Die Kraniche des Ibykus*, which had been read and studied). Among other subjects were: "The Village Fiddler" (based on a famous picture by Hans Thoma); "The opening scenes of Schiller's *Jungfrau von Orléans* and *Wilhelm Tell*: a comparison"; "How Siegfried came to Worms" (based on an episode of the *Nibelungenlied*). In Class II Schiller's *Jungfrau von Orléans* and *Wallenstein* were read in class, and here home-reading is also required, the books for

the idea that the period of school education is something to be hastened through and to have done with at the earliest possible stage in a young man's life. It seems to me that we are all apt to err in our estimate of the relative importance of high school and college education. If we look at the educational system of other countries, we shall find that in these countries a different impression prevails. In Europe the public school, by whatever name it is called, is regarded as possessing an importance and exercising an influence of the first order. The men who make their mark at the University are shaped and developed in the public school. Their future is something to be reckoned on before they present themselves at the portals of the University. In Britain the man who goes up well-prepared from any of the great schools is far in advance of most of our undergraduates. He is generally older and starts from a higher level and thus his University attainment is of a higher order. I see no reason why we should not aspire in the same direction here. If we gave to the high school its true place, our University teaching would be of a higher order, and a great deal of high school work that has now to be done in our colleges, and done badly there, would have its proper place in the school where it can be done best.

IMPORTANCE OF HIGHER EDUCATION.

In taking leave of the matters which have occupied the Senate during the year, I should like to refer very briefly to a question that has been present to a number of more or less anxious minds ever since the proposals for University Reform were promulgated. Many have been asking whether, under the colour of University Reform, it is not intended to strike a serious blow at the whole system, by making it more expensive and more difficult. Now I wish to say again to all such anxious ones that their fears are purely imaginary. Already the course of events has shown that this is so. An increase of liberality on the part of Government towards Colleges and Universities, the placing of colleges in a better established relation to the University, an increase in the cost of higher education, rather the promise of an increased facility for obtaining it in its highest form, these are not indications of the plans of a secret enemy but the actions of a steadfast friend. Let me express my own deep conviction, as deep as any you can feel, that there could not be a more retrograde policy devised than to seek to hinder by any external restriction the extension of the area of higher education. Such education cannot be too widely extended,

provided we preserve the high ideals which ought to inspire it. Some tell us that the number of graduates is excessive and that the continued multiplication of them will only tend to produce a race of disappointed men. We admit that, if the University graduate is not prepared to enter any field for which his education has fitted him, but confines his aspirations to one or two directions, he will suffer disappointment. But this is no reason why the State should for a moment pause in its efforts to diffuse the light of true learning over the widest possible area. Any hesitation here would bring discredit to the State, and I for one should feel that Britain had withheld her hand from one of her noblest tasks, and had forfeited one of her greatest glories if she should exhibit the slightest distrust of a policy that has done so much to gain for her the confidence of the nations under her rule. If any profession in life or any line of occupation is overstocked, the solution of the problem thus created will never come from the imposition by authority of artificial restriction; it must proceed from those re-adjustments of life and occupation that come from within. Let us leave such problems to the operation of those laws which work without our enactment. Let the State continue to pursue its higher duty in the faith which inspired it from the beginning, faith in the beneficent influence of a wide diffusion of true knowledge; and the problems which arise, as they are bound to arise, will find their own solution. And let her be liberal in the distribution of her gift, assured that a generous policy in regard to the highest education will yield the richest fruit in the end of the day. I observe that in some quarters the opinion has begun to prevail that the solution of the problem is to be sought in another direction, in an entire change in the substance and the medium of higher education. This idea along with some others of perhaps a different nature seems to be at work in the minds of the promoters of a scheme for the establishment of a National University. Now I should like to say with regard to this project that so far as its educational aims are concerned, it is entitled to the interest and sympathy of all who really desire that the problem should be thoroughly worked out. If a new experiment will throw new light on things in which we are deeply interested, we ought to welcome it and to endeavour to correct the methods of the past by any new light that may thus be brought to us. I have sometimes felt tempted to try new experiments myself. But this must be remembered by all who put their hands to a task so great and so sacred, that such experiments will never achieve their true end if

the spirit of opposition is permitted to have any share in the motives which inspire our endeavours. If the aim of this movement be directed simply to the better equipping of men for the development of the varied resources of their country we shall all watch with sympathetic interest the progress of such endeavours and shall rejoice in their success.

VALUE OF THE DEGREE.

Mr. Chancellor and Gentlemen, as this is the last opportunity I shall have of addressing you from this place during my present period of office as Vice-Chancellor, the term for which I undertook this office having already been exceeded, permit me to direct my words in closing to the things which lie nearest to the lives of our graduates and undergraduates and which press with greatest weight on my own heart while I now address you. Some of you have attained the goal which during these years of student toil has been ever before you, and others of you are pressing forward in the same race. Various motives conspire to animate your efforts. The degree of the University will, you hope, prove a passport to some honourable career and help to smooth your path through life. I do not ask you to disclaim motives such as these which enter into the academic life of all lands. But at the same time you cannot be too often reminded that the value of a degree, in virtue of which it possesses all those lesser values, is that it stamps you as men who have passed through the discipline of a University and have acquired on ought to have acquired a type of character which fits you for the higher tasks of life. It must be evident to all of you that it is not the particular knowledge you have accumulated that will make you efficient in your lifework, for you will perhaps have little opportunity for directly applying much of it to the actual business of life. Even the professional student cannot afford to trust simply to the work of the class-room or laboratory; his profession will continually set before him problems which he can successfully face only if he has so mastered the principles of his science that he can devise new applications for himself. Your academical training is not, as it were, a rehearsal of the future work of your life, it is a discipline, a means of developing powers not methods or processes. Some of you may perhaps never in your lives have consciously to fall back on the mathematical propositions which you have painfully and reluctantly learned; but none the less these minds of yours have received thereby a discipline which will stand you in good stead every day of your lives. Your real education for your special

calling will be found not in the period of study but in the actual battle of life. How important is it then to see that you receive during this period not more items of knowledge which are destined speedily to fade from your memories, but something more? That "something more" is the mental and spiritual character that has been formed within you by the discipline of study through which you have passed. One of the most important aims of all such discipline ought to be to awaken your "individuality." Every forward step in intellectual attainment awakens within you a consciousness of your individual intellectual responsibility in the first instance. The poet Wordsworth has given expression to this experience when recording the memories of his student days:—

"How awful is the might of souls,
And what they do within themselves while yet
The yoke of earth is now to them, the world
Nothing but a wild field where they were sown."

Points have we all of us within our souls
Where all stand single; this I feel and make.
Breathings for incommunicable powers.

* * * there's not a man
That lives who hath not known his god-like
hours."

But there are dangers that lie near all such experiences. Wordsworth himself knew them and has warned us against them. Tired of "unchartered freedom" he supplicates in his greatest ode for the control of duty, and it is in this higher awakening of the individual within us that each of us attains to the best enjoyments of an awakened life. In this land in which strong social forces have tended too much to the curtailment of the individual life there is perhaps less need to warn you against a too strong assertion of the claims of the individual. Rather do they need to be re-inforced in those directions in which they are fitted to accelerate the upward movements of the whole.

INDIVIDUAL CHARACTER.

There is one respect in which the importance of the individual cannot be exaggerated. I mean individual character. This has always been the determining influence in the development of the social and also the national life. Great movements have waited for the inspiration of great individual souls, the true heroes of the race; but every movement depends for its progress and its strength on the working of the spirit of individuality in those who have been awakened to their higher responsibilities. Whether we recognise it or ignore it this force is at work and is the only

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**STRAY THOUGHTS ON PRIMARY
EDUCATION.****SCHOOL BOARDS.**

THESE are eminently desirable. But it is very doubtful if in the present circumstances of the country we can always secure the services of duly qualified men on this behalf, willing to devote a portion of their time and energies to this purpose. Any such boards as may now be constituted may not command the confidence of the Department on the one hand or be able to maintain the balance evenly between the claims of rival teachers of schools. However, as a tentative measure, unofficial educational associations may be formed for each district, whose duty it will be to represent the educational needs of the different parts of the district to the local bodies and the Department, to manage rural schools, where rural bodies are not forthcoming for managing the same, to educate public opinion among villagers on matters educational, to take steps to form rural bodies which may ultimately manage such schools, to assist the Department in the selection of suitable candidates for training in the training schools of the district after due enquiry into their character, attainments and antecedents, to secure proper teachers to rural schools and in general to exercise supervision over the management of

primary education in the district. Such a body may have to work under rather trying conditions for some time, but under proper guidance may in course of time become a well-trained body capable of organising schools, looking after ways and means and really representing the district in such manner as to bring the working of the department and the present local bodies engaged in educational work in consonance with the real needs of the local population. These various district educational associations may be federated under the guidance of the Council of Native Education which may then become really representative of the entire province.

METHODS OF PRIMARY EDUCATION.

It is often said that in this country primary education need not be made free, and "much less need schools be maintained by the State." Such a statement seems to have been based on an entirely mistaken idea of primary education as constituting a preparatory course to a higher one, which at present it mainly is. If primary education is to reach the lowest classes in the social and economic order, it is not clear how it can do so except under a compulsory and free system.

If the lower orders of European countries and of America, whose economic situation is immensely superior to that of our lower

orders, cannot be brought under the influence of education except by making such education free and compulsory, how can it be possible to bring the ill-fed and scarcely clothed children of our agriculturist under such education except on a similar basis. Compulsory and free education must be our ultimate aim. Though the goal is far off, there may be parts of our country, the more advanced of our municipal towns, where an experiment in this direction may be recommended for adoption.

In regard to the management of primary schools, it must be premised that primary education being a national concern ought not to be left to the haphazard operation of desultory and inconstant forces. Though, on account of the magnitude of the undertaking, the State as such cannot directly manage all the primary schools, there is no reason why local bodies or corporations legally constituted should not be made ultimately liable for their establishment and upkeep. In Japan, which men may take as representing the possible type of a future civilised Asiatic race and which has worked out its own salvation, more than 98% of the primary schools are managed by local bodies. A stable system of national primary education is possible in this country only under similar conditions. This is however a consummation to be hoped for. To educate our people to the bearing of this ultimate responsibility ought to be the main object of every true lover of the country.

THE INDIGENOUS SYSTEM.

The indigenous system may have been very well adapted to the popular requirements before the advent of the new Western civilisation; but it appears to be a distinctly retrograde step to advocate a revival of the

same for present purposes. The advocates of the old *pial* school system forget that that system was the counterpart of our middle school education, if not of our high school education also, of the present day. The classes for whom that system was intended were the middle classes of people destined to take part in the lower ranks of administrative offices or for a commercial life. The primary education of the present day should be framed to suit the hitherto absolutely illiterate classes and to raise them socially and economically. To illustrate the inapplicability of that system, we shall examine the efficacy of *Vernacular Poetical Recitations*.

VERNACULAR POETICAL RECITATIONS.

Under the old system these were supposed to cultivate religion and morality. Their real service in education was, however, mainly to increase the vocabulary available for study of the more advanced books. Religion and morality are mainly the results of habits of thought and conduct, cultivated at home and promoted by the sentiments of the community. The doctrine that morality can in any way be promoted by the constant iteration of precepts cast into a musical cadence of words cannot be seriously maintained. The question of religious and moral education in schools is one to be solved by appealing to the sympathy of pupils and arousing their conscience by example and precepts drawn from the lives of men who have actually been the builders of their races. As regards the possible use of the recitations in enlarging the pupils' vocabulary at present, it must be pointed out that their language is far removed from the spoken language of the present, especially of the lower orders, and that the more advanced books that shall have to be brought into existence in the future, on the

various subjects that are to constitute the object of their study in later life, cannot possibly employ the vocabulary current in these poetical effusions of the past. They shall have to approximate as much as possible to the spoken language, and where this has to be enriched it must mainly derive its enlarged vocabulary from new words coined from Sanskrit or borrowed directly from English, so that, as far as may be, these new words may be common to the different vernaculars of the country. Memory is no doubt a valuable faculty, but it has to be stocked neither with the at present useless verbiage of ancient literary conceit nor the modern effusions of compendium-makers and brain-killers, but with the hard facts of modern life and conditions that are of paramount importance for the conduct of business. The resuscitation of the method of musical and systematized cram cannot in any way contribute to rouse the intellect that has been chilled under the present system.

ORGANISATION OF PREPARATORY ELEMENTARY SCHOOLS.

Many of the so-called primary schools at present existing in large towns are not really intended for primary education, but are organised for the purpose of preparing boys for a higher course of education in later life. Yet they follow a curriculum based on a scheme of primary education complete in itself. Though educating boys in the middle ranks of life, they levy a rate of fees intended to attract the very poorest into the schools, and are consequently manned by a staff composed of the ordinary run of primary school masters. Considering the fearful waste of the many precious years of early life, middle class parents will be quite willing to undergo heavier sacrifices than at present, to secure a

better system of preparatory education. Therefore in places where there are middle or high schools it is quite possible to organise classes for preparatory elementary education, as an integral part of such institutions, to charge heavier fees for their pupils and in consequence to employ a staff of much higher qualifications than at present. This will, in addition to relieving local finances, go a long way to improve secondary education.

MODEL SCHOOLS.

It is a matter of considerable regret that the Government should have given up the idea of starting model primary schools in important centres, except in connection with training schools to be newly organised. It is however still possible for municipalities to organise such institutions. Along with the improvement in the general tone and habits of the inhabitants of municipal areas, there is also a greater appreciation of the necessity for education than in rural areas. Therefore even among the classes which do not generally seek higher education, many parents could be found in such places willing to pay a heavier rate of fees than at present. Therefore as a tentative measure, municipal bodies may be permitted to organise model primary schools levying a higher rate of fees. Most municipalities could afford to have at least one such school. The fees levied should be so calculated as not to tax municipal resources to a greater extent than other primary schools. Primary schools might be divided into two classes, the 1st class primary school and the 2nd class primary school, with different rates of fees, varying qualifications of staff, and separate sets of rules regarding accommodation, furniture, etc., but with the same curriculum. The higher class schools would then have a powerful educative value. They would tend

to elevate the tone of rural schools and in course of time to approximate these latter to their own level.

CONTINUATION CLASSES FOR PRIMARY TEACHERS.

The services of the better educated staff of high schools could be utilised on a basis of voluntary organisation for the purpose of improving existing primary teachers. With little or no additional expenditure, the laboratories of high schools could be utilised for instructing these teachers in elementary science and in the methods of giving object lessons. The active encouragement and co-operation of the educational department should be sought to secure the establishment of such classes.

EDUCATIONAL AND INDUSTRIAL MUSEUMS.

Large municipalities maintaining many primary schools should by themselves be able to open and maintain a central educational museum. But in smaller towns and rural areas these will have to be established for the present by private effort. District associations may do a great deal in this direction by gradually enlisting the sympathy and co-operation of the rural landed aristocracy.

K. SESHU AIYAR.

THE L. T. EXAMINATION.

OF all miserable mortals the most miserable is the failed, or failing L. T. The fishes and the loaves of the profession are not for him. He must be content to hang about the outskirts of the profession timidly skulking from the department and the manager's eyes, and as often as these are particularly drawn to him, or his reputation adversely affected in one place by his failures, he must flit from that place and go to another where

he could enjoy a temporary obscurity. Go where he will, however, he can have no sense of permanent security, but must eat his bread with an uneasy and fearful mind. The gates of that elysium of teachers, to wit, the L. T. degree, will not open for him, however indefatigably he knock at them, but every fresh attempt spurns him to lower depths, and makes him despair more and more of ever entering its blissful precincts. Why not he change his profession, say some. Alas! it is not done so easily as said. Several years pass before he is obliged to bid farewell to all hopes of being admitted into the privileged caste of the profession, and by this time he can quote every rule and example given in Nesfield's Grammar, repeat from beginning to end the whole of the Matriculation History and Geography, and can do all the Matriculation Algebra and Arithmetic without the aid of pencil and paper. In what other profession can this skill acquired at the cost of no small labour avail him? Again, he has become deft at managing boys, and turning their minds to study. What other field is there in which his service will be equally useful? You may talk glibly of a change of profession. It costs the heart a wrench and is as painful as the change of husband, or wife, especially after the best energies and the prime of life have been given to one.

Such being the liabilities which this new fangled examination imposes upon those who unsuspectingly elect the teacher's profession; let us examine the *raison d'être* of that examination, and pronounce upon its reasonableness or otherwise. I shall confine myself mainly, in what follows to the examination of the Practical L. T. as being chiefly responsible for the state of things I have described.

First I will begin with this bold statement, bold only in this fad-ridden age when we have lost or distrust our plain sense, and have given ourselves over to sophistry, that the art of teaching is as self-evident and self-understood an art, as the art of eating; that it is a false analogy to compare it to the art of building or medicine in that it consists simply in giving outward expression to what is inside, whereas the arts with which it is compared are built upon the laws and properties of things outside of us, that consequently, what is called the method of teaching of any person, however left to itself, cannot seriously differ from the true and scientific standard, if there is one such, and if a close examination of a teacher's method is necessary at all, one observation of it, when at play on a narrow field and under depressing circumstances is not enough, but many observations and the allowance of a liberal scope and the most favourable circumstances are necessary. The fame of all those who have achieved a high reputation among us as teachers rests upon a trial continued during years, upon the average of the marks that they have got, so to speak, during all those years, and if they are judged from a single performance only the result may be far indeed from answering to the high esteem in which they are deservedly held. Again can an author be fairly judged from a single page of his work, not a page finished by him already and composed under the calmest and happiest of his inspirations, but one which he is made to compose with a halter round his neck, as it were, in case of its falling below a certain standard? If literary criticism which has been cultivated by the best minds from the earliest ages, is at fault, and often forms a wrong judgment of an author with all his works displayed before it, until it is corrected by popular opinion which judges slowly and

by a simpler rule than that employed by learned critics, can it be pretended that a teacher's whole worth can be accurately weighed by watching him at work for an infinitesimal time on an infinitesimal part of his work, with or without the aid of a few abstract rules indistinctly conceived and hastily applied?

Bad as the whole principle is which governs the examination, it would be something if the rules and the standard prescribed by the University were truly and faithfully followed. But as far as one could judge from the results of the examination, and the private expression, sometimes, by an examiner to a candidate of the reasons for which he was plucked, there would seem to prevail the greatest arbitrariness with regard to the standard, as indeed it cannot be helped in such an examination. One important difference between written examinations and a practical examination like that for the L. T. should never be lost sight of i.e., that whereas in the written examination there is a definite standard with which to compare the performance of pupils, the standard of the answers found in books, and there is no room for personal prejudices of any sort, every examiner in a practical Examination is, or has his own standard, and there is room for the most dangerous prejudices to creep in. To confine myself to the former, one examiner considers all the qualifications of a teacher to be centred in briskness and energy, and has his eyes and ears for these alone. Another considers the truth and logical disposition of ideas the essential thing, and forms his judgment accordingly. Another has his faith on the manner and form of the teacher, and is regardless of the least intellectual result. Another has formulated no standard to himself distinctly,

and gives his judgment quite hap-hazardedly. Happy if these were all. A candidate who has brought up a few more lines than he can teach in the given time, simply to be on the safe side, and as a provision for contingencies, is supposed to have betrayed a marked error of judgment, and is ploughed for that alone. A perfect teacher should, it is supposed, so correctly gauge all the circumstances before him, and weigh every chance with such accuracy and nicety as to find out to a word the portion he could do in the allotted time. Yes, is not a General held incompetent, who in addition to forming the plan of battle and winning the victory does not tell precisely beforehand in what time he would conquer the resistance opposed to him, and accomplish his victory in that time to a second in spite of whatever might turn up in the interval, undreamt of by him?

One man is plucked because his introduction has exceeded a certain length which an examiner has concluded, in his own mind, as the natural length of an introduction irrespective of the subject or piece requiring the introduction, another, because the piece he has chosen to teach is, in the estimation of the examiners, a trifle above the standard of the class, for all that it might have been selected from the class text-book itself.

No wonder with such crotchets and many more yet unknown, and with such varying and unknown principles on the part of the examiners, very few succeed in hitting the standard of the examiner or examiners whom they are obliged to please, and these not necessarily the best of those that appear. I can personally bear witness to two performances before the L. T. Boards, of both of which I was an auditor and an observer

at a distance, one remarkably good and appearing to deserve a first class and the other rather above the average, but neither of which satisfied the L.T. Boards; for I saw the name of neither in the Gazette, but saw both of them appearing with longer faces, again, next year. I can bear witness to another eminently deserving case, a man with a genius for teaching, I may say, who failed not less than five times in the Practical L.T., not to speak of cases of seven years' failure, or more which, I take it, though I cannot bear personal testimony to it, must be more deserving still, for it seems the induction may be safely made (the examples are numerous enough) that the greater the merit of a teacher the greater the number of times he is ploughed in the L.T.

A SUFFERER.

Postscript.—In the course of writing the above the writer felt many times that the examination condemned above was not altogether unjustifiable. He feels it due to his candour to make this admission, though he could not withhold an article begun and finished from publication.

THE ORGANISATION OF SCIENTIFIC RESEARCH.

The claims of scientific research on the public were never more forcibly urged than in Professor Ray Lankester's recent Romanes Lecture before the University of Oxford. Man is here eloquently pictured as Nature's rebel, who, under conditions where his great superior commands "Thou shalt die," replies "I will live." In pursuance of this determination, civilized man has proceeded so far in his interference with the regular course of Nature that he must either go on and acquire firmer control of the conditions, or perish miserably by the vengeance certain to be inflicted on the half-hearted meddler in great affairs. This rebel by every step forward renders himself

liable to greater and greater penalties, and so cannot afford to pause or fail in one single step. One of Nature's most powerful agencies in thwarting his determination to live is found in disease-producing parasites. "Where there is one man of first-rate intelligence now employed in gaining knowledge of this agency, there should be a thousand. It should be as much the purpose of civilized nations to protect their citizens in this respect as it is to provide defence against human aggression."

It was no part of the function of the lecturer to devise a plan for carrying on the great war he proposes to wage. The object of the present article is to contribute some suggestions in this direction; with especial reference to conditions in our own country; and no better text can be found for a discourse on the subject than the preceding quotation. In saying that there should be a thousand investigators of disease where there is now one, I believe that Professor Lankester would be the first to admit that this statement was that of an ideal to be aimed at, rather than of an end to be practically reached. Every careful thinker will agree that to gather a body of men, young or old, supply them with laboratories and microscopes, and tell them to investigate disease would be much like sending out an army without trained leaders to invade an enemy's country.

There is at least one condition of success in this line which is better fulfilled in our own country than in any other; and that is liberality of support on the part of munificent citizens desirous of so employing their wealth as to promote the public good. Combining this instrumentality with the general public spirit of our people, it must be admitted that, with all the disadvantages under which scientific research among us has hitherto laboured, there is still no country to which we can look more hopefully than to our own as the field in which the ideal set forth by Professor Lankester is to be pursued. Some thoughts on the question how scientific

research may be most effectively promoted in our own country through organized effort may therefore be of interest. Our first step will be to inquire what general lessons are to be learned from the experience of the rest.

The first and most important of these lessons is that research has never reached its highest development except at different centres where bodies of men engaged in it have been brought together; and stimulated to action by mutual sympathy and support. We must call to mind that, although the beginnings of modern science were laid by such men as Copernicus, Galileo, Leonardo da Vinci, and Torricelli before the middle of the seventeenth century, unbroken activity and progress date from the foundations of the Academy of Sciences of Paris and the Royal Society of London at that time. The historic fact that the bringing of men together and their support by an intelligent and interested community is the first requirement to be kept in view can easily be explained. Effective research involves so intricate a network of problems and considerations that no one engaged in it can fail to profit by the suggestions of kindred spirits, even if less acquainted with the subject than he is himself. Intelligent discussion suggests new ideas and continually carries the mind to a higher level of thought. We must not regard the typical scientific worker, even of the highest class, as one who, having chosen his special field and met with success in cultivating it, has only to be supplied with the facilities he may be supposed to need in order to continue his work in the most efficient way. What we have to deal with is not a fixed and permanent body of learned men, each knowing all about the field of work in which he is engaged, but a changing and a growing class, constantly recruited by the beginners at the bottom of the scale, and constantly depleted by dropping away at the top. No view of the subject is complete which does not embrace the entire activity of the investigator from the tyro to the leader. The leader himself unless engaged in the

prosecution of some speciality, can rarely be so completely acquainted with his field as not to need information from others; without this he is constantly liable to be repeating what has already been better done than he can do it himself, of following lines which are known to lead to no result, and of adopting methods shown by the experience of others not to be the best. Even the books and published researches to which he must have access may be so voluminous that he cannot find time to completely examine them for himself, or may be inaccessible. All this will make it clear that with an occasional exception, the best results of research are not to be expected except at centres where large bodies of men are brought into close personal contact.

In addition to the power and facility acquired by frequent discussion with his fellows, the appreciation and support of an intelligent community, to whom the investigator may, from time to time, make known his thoughts and the results of his work add a most effective stimulus. The greater the number of men of like minds that can be brought together and the larger the community which interests itself in what they are doing, the more rapid will be the advance and the more effective the work carried on. It is thus that London, with its munificently supported institutions, and Paris and Berlin, with their bodies of investigators supported either by the Government or by various foundations, have been for more than three centuries the great centres where we find scientific activity most active and most effective. Looking at this undoubted fact, which has asserted itself through so long a period—to-day more strongly than ever—the writer conceives that there can be no question as to one proposition. If we aim at the single object of promoting the advance of knowledge in the most effective way, and make our own country the leading one in research, our efforts should be devoted toward bringing together as many scientific workers as possible at a single centre, where they can profit in the highest degree by mutual

help, support and sympathy.

In thus strongly setting forth what must seem an indisputable conclusion, the writer does not deny that there are drawbacks to such a policy, as there are to every policy that can be devised aiming at a good result. Nature offers to Society no good that she does not accompany by a greater or less measure of evil. The only question is whether the good outweighs the evil. In the present case, the seeming evil, whether real or not, is that of centralization. A policy tending in this direction is held to be contrary to the best interests of science in quarters entitled to so much respect that we might inquire into the soundness of the objection.

It would be idle to discuss so extreme a question as whether we shall take all the best scientific investigators of our country from their several seats of learning and attract them to some one point. We know that this cannot be done even were it granted that success would be productive of great results. The most that can be done is to choose some existing centre of learning, population, wealth, and do what we can to foster the growth of science at that centre by attracting thither the greatest possible number of scientific investigators, especially of the younger class, and making it possible for them to pursue their researches in the most effective way. This policy would not result in the slightest harm to any institution or community situated elsewhere. It would not be even like building up a university to outrank all the others of our country; because the functions of the new institution, if such should be founded, would in its relations to the country be radically different from those of a university. Its primary object would not be the education of youth, but the increase of knowledge. So far as the interests of any community or of the world-at-large are concerned, it is quite indifferent where knowledge may be acquired, because when once acquired and made public, it is free to the world. The drawbacks suffered by other countries would be no

greater than those suffered by our Western cities because all the great departments of the Government are situated at a single distant point. Long arguments could doubtless be made for locating some of these departments in the far West, in the Mississippi Valley or in various cities of the Atlantic coast; but every one knows that any local advantages thus gained would be of no importance compared with the loss of that administrative efficiency which is essential to the whole country.

There is therefore no real danger from centralization. The actual danger is rather in the opposite direction; that the sentiment against concentrating research will prove to operate too strongly. There is a feeling that it is rather better to leave every investigator where he chances to be at the moment, a feeling which sometimes finds expression in the apothegm that we cannot transplant a genius. That such a proposition should find acceptance affords a striking example of the readiness of men to accept a euphonious phrase, without inquiring whether the facts support it. The fact is that many, perhaps the majority, of the great scientific investigators of this and of former times have done their best work through being transplanted. As soon as the enlightened monarchs of Europe felt the importance of making their capitals great centres of learning, they began to attract eminent men of other countries to their own. Lagrange was an Italian transplanted to Paris, as a member of the Academy of Sciences, after he had shown his powers in his native country. His great contemporary ruler was a Swiss transplanted first to Saint Petersburg, then invited by Frederick the Great to become a member of the Berlin Academy, then again attracted to Saint Petersburg. Huyghens was transplanted from his native country to Paris. Agassiz was an exotic, brought among us from Switzerland, whose activity during the generation he passed among us was as great and effective as at any time of his life. On the continent outside of France, the most eminent pro-

fessors in the universities have been and still are brought from distant points. So numerous are the cases of which these are examples that it would be more in accord with the facts to claim that it is only by transplanting a genius, that we stimulate him to his best work. Having shown that the best results can be expected only by bringing into contact as many scientific investigators as possible, the next question which arises is that of their relations to each other. It may be asked whether we shall aim at individualism or collectivism. Shall our ideal be an organized system of directors, professors, associates, assistants, fellows; or shall it be a collection of individual workers, each pursuing his own task in the way he deems best, untrammelled by authority?

The reply to this question is that there is in this special case no antagonism between the two ideas. The most effective organization will aim both at the promotion of individual effort, and at subordination and co-operation. It would be a serious error to formulate any general rule by which all cases should be governed. The experience of the past should be our guide, so far as it applies to our present and future conditions; but, in availing ourselves of it, we must remember that conditions are constantly changing, and must adapt our policy to the problems of the day. In doing this, we shall find that different fields of research require very different policies as regards co-operation and subordination. It will be profitable to point out those special differences, because we shall thereby gain a more luminous insight into the problems which now confront the scientific investigator, and better appreciate their variety, and the necessity of different methods of dealing with them.

At one extreme, we have the field of normative science, work in which is of necessity that of the individual mind alone. This embraces pure mathematics and the methods of science in their widest range. The common interests of science require that these methods shall be worked out

and formulated for the guidance of investigators generally, and this work is necessarily that of the individual brain.

At the other extreme, we have the great and growing body of sciences of observation. Through the whole nineteenth century, to say nothing of the previous centuries, organizations, and even individuals, have been engaged in recording the innumerable phases of the course of nature, hoping to accumulate material that posterity shall be able to utilize for its benefit. We have some observations astronomical, meteorological, magnetic, and social, accumulating in constantly increasing volume, the mass of which is so unmanageable with our present organizations that the question might well arise whether almost the whole of it will not have to be consigned to oblivion. Such a conclusion should not be entertained until we have made a vigorous effort to find what pure metal of value can be extracted from the mass of ore. To do this requires the co-operation of minds of various orders, quite akin in their relations to those necessary in a mine or great manufacturing establishment. Labours whose duties are in a large measure matters of routine must be guided by the skill of a class higher in quality and smaller in number than their own, and these again by the technical knowledge of leaders in research. Between these extremes we have a great variety of systems of co-operation.

There is another feature of modern research the apprehension of which is necessary to the completeness of our views. A cursory survey of the field of science conveys the impression that it embraces only a constantly increasing number of disconnected specialities, in which each cultivator knows little or nothing of what is being done by others. Measured by its bulk, the published mass of scientific research is increasing in more than a geometrical ratio. Not only do the publications of nearly every scientific society increase in number and volume, but new and vigorous societies are constantly organized to

add to the sum total. The stately quartos issued from the presses of the leading Academies of Europe are, in most cases, to be counted by hundreds. The Philosophical Transactions of the Royal Society already number about two hundred volumes, and the time when the memoirs of the French Academy of Sciences shall reach the thousand mark does not belong to the very remote future. Besides such large volumes, these and other societies publish smaller ones in a constantly growing number. In addition to the publications of learned societies, there are journals devoted to each scientific speciality, which seem to propagate their species by sub-division in much the same way as some of the lower orders of animal life. Every new publication of the kind is suggested by the wants of a body of specialists, who require a new medium for researches and communications. The time has already come when we cannot assume that any specialist is acquainted with all that is being done even in his own line. To keep the run of this may well be beyond his own powers; more he can rarely attempt.

What is the science of the future to do when this huge mass outgrows the space that can be found for it in the libraries, and what are we to say of the value of it all? Are all these scientific researches to be classed as really valuable contributions to knowledge, or have only a pile in which nuggets of gold are here and there to be sought for? One encouraging answer to such a question is that taking the interests of the world as a whole, scientific investigation has paid for itself in benefits to humanity a thousand times over, and that all that is known to-day is but an insignificant fraction of what nature has to show us. Apart from this, another feature of the science of our time demands attention. While we cannot hope that the multiplication of specialities will cease, we find that upon the process of differentiation and sub-division is now being superposed a form of evolution, tending toward the general unity of all the sciences, of which some examples may be pointed out.

Biological Science, which, a generation ago, was supposed to be at the antipodes of exact science, is becoming more and more exact, and is cultivated by methods which are developed and taught by mathematicians. Psychophysics—the study of the operations of the mind by physical apparatus of the same general nature as that used by the chemist and physicist—is now an established branch of research. A natural science, which, if any comparisons are possible, may outweigh all others in importance to the race, is the rising one of “eugenics,”—the improvement of the human race by controlling the production of its offspring. No better examples of the drawbacks which our country suffers as a seat of science can be given than the fact that the beginning of such a science has been possible only at the seat of a larger body of cultivated men than our land has yet been able to bring together. Generations may elapse before the seed sown by Mr. Francis Galton, from which grew the Eugenic Society, shall bear full fruit in the adoption of those individual efforts and social regulations necessary to the propagation of sound and healthy offspring on the part of the human family. But when this comes about, then indeed will Professor Lankester’s “rebel against nature” find his independence acknowledged by the hitherto merciless despot that has decreed punishment for his treason.

This new branch of science from which so much may be expected is the offshoot of another, the rapid growth of which illustrates the rapid invasion of the most important fields of thought by the methods of exact science. It is only a few years since it was remarked of Professor Karl Pearson’s mathematical investigations into the laws of heredity, and the biological questions associated with these laws, that he was working almost alone, because the biologists did not understand his mathematics, while the mathematicians were not interested in his biology. Had he not lived at a great centre of active thought, within the sphere of influence of the two great universities of England, it is quite

likely that this condition of isolation would have been his to the end. But, one by one, men were found possessing the skill and interest in the subject necessary to write in his work, which now has not only a journal of its own, but is growing in a way which, though slow, has all the marks of healthy progress toward an end the importance of which has scarcely dawned upon the public mind.

Admitting that an organized association of investigators is of the first necessity to secure the best results in the scientific work of the future, we need the question of the conditions and auspices under which they are to be brought together. The first thought to strike us at this point may well be that we have, in our great universities, organizations which include most of the leading men now engaged in scientific research, whose personnel and facilities we should utilize. Admitting, as we all do, that there are already too many universities, and that better work can be done by the consolidation of the smaller ones, a natural conclusion is that the end in view will be best reached through existing organisations. But it would be a great mistake to jump at this conclusion without a careful study of the conditions. The brief argument—there are already too many institutions—instead of having more we should strengthen those we have—should not be accepted without examination. Had it been accepted thirty years ago there are at least two great American universities of to-day which would not have come into being, the means devoted to their support having been divided among others. These are the John Hopkins and the University of Chicago. What would have been gained by applying the argument in these cases? The advantage would have been that, instead of 146 so-called universities which appear to-day in the annual report of the Bureau of Education we should have had only 144. The work of these 144 would have been strengthened by an addition to their resources, represented by the endowments of Baltimore and Chicago, and sufficient to add perhaps one

professor to the staff of each. Would the result have been better than it actually has been? Have we not gained anything by allowing the argument to be forgotten in the cases of these two institutions? I do not believe that any who carefully look at the subject will hesitate in answering this question in the affirmative. The essential point is that the Johns Hopkins University did not merely add one to an already over-crowded list, but that it undertook a mission which none of the others was there adequately carrying about. If it did not plant the university idea in American soil, it at least gave it an impetus which has now made it the dominant one in the higher education of almost every state.

The question whether the country at large would have reaped a greater benefit, had the Professors of the University of Chicago, with the appliances they now command, been distributed among fifty or a hundred institutions in every quarter of the land, than it has actually reaped from that university, is one which answers itself. Our two youngest universities have attained success, not because two have thus been added to the number of American institutions of learning but because they had a special mission, required by the advance of the age, for which existing institutions were not adequate.

The conclusion to which these considerations lead is simple. No new institution is needed to pursue work on traditional lines guided by traditional ideas. But, if a new idea is to be vigorously prosecuted, then a young and vigorous, specially organized to put the idea into effect, is necessary. The project of building up in our midst, at the most appropriate point, an organization of leading scientific investigators, for the single purpose of giving a new impetus to American Science and, if possible, elevating the thought of the country and of the world to a higher plane, involves a new idea, which can best be realized by an institution organized for the special purpose. While this purpose is quite in line with that of the leading universities, it goes too far

beyond them to admit of its complete attainment through their instrumentality. The first object of a university is the training of the growing individual for the highest duties of life. Additions to the mass of knowledge have not been its principal function, nor even an important function in our own country, until a recent time. The primary object of the proposed institution is the advance of knowledge and the opening up of new lines of thought, which, it may be hoped, are to prove of great import to humanity. It does not follow that the function of teaching shall be wholly foreign to its activities. It must take up the best young men at the point where universities leave them and train them in the arts of thinking and investigating. But this training will be beyond that which any regular university is carrying out.

In pursuing our theme the question next arises as to the special features of the proposed association. The leading requirement is one that cannot be too highly emphasized. How clearly so-ever the organizers may have in their minds' eye the end in view, they must recognize the fact that it cannot be attained in a day. In every branch of work which is undertaken there must be a single leader, and he must be the best that the country, perhaps even the world, can produce. The required man is not to be found without careful inquiry; in many branches he may be unattainable for years. When such is the case, wait patiently till he appears. Prudence requires that the fewest possible risks would be taken, and that no leader should be chosen except one of tried experience and world-wide reputation. Yet we should not leave wholly out of sight the success of the Johns Hopkins University in selecting, at its very foundation, young men who were to prove themselves the leaders of the future. This experience may admit of being repeated, if it be carefully borne in mind that young men of promise are to be avoided and young men of performance only to be considered. The performance need not be striking: *ex pede Hercules* may be possible; but we must be sure

of the soundness of our judgment before accepting our Hercules. This requires a master. Clerk Maxwell, who never left his native island to visit our shores, is entitled to honour as a promoter of American Science for seeing the lion's paw in the early efforts of Rowland, for which the latter was unable to find a medium of publication in his own country. It must also be admitted that the task is more serious now than it was then, because, from the constantly increasing specialization of science, it has become difficult for a specialist in one line to ascertain the soundness of work in another.

With all the risks that may be involved in the proceeding, it will be quite possible to select an effective body of leaders, young and old, with whom an institution can begin. The wants of these men will be of the most varied kind. One needs scarcely more than a study and library; another must have small pieces of apparatus which he can perhaps design and make for himself. Another may need apparatus and suppliances so expensive that only an institution at least as wealthy as an university would be able to supply them. The apparatus required by others will be very largely human—assistants of every grade from university graduates of the highest standing down to routine drudges and day-laborers. Workrooms there must be; but it is hardly probable that buildings and laboratories of a highly specialized character will be required at the outset. The best counsel will be necessary at every step and in this respect the institution must start from simple beginnings and grow slowly. Leaders must be added one by one, each being judged by those who have preceded him before becoming in his turn a member of the body. As the body grows its members must be kept in personal touch, talk together, pull together, and act together.

The author submits these views to the great body of his fellow citizens interested in the promotion of American Science with the feeling that, though his conclusions may need amendment in details, they rest upon facts of the past and pre-

sent which have not received the consideration which they merit. What he most strongly urges is that the whole subject of the most efficient method of promoting research upon a higher plane shall be considered with special reference to conditions in our own country; and that the lessons taught by the history and progress of scientific research in all countries shall be fully weighed and discussed by these most interested in making this reform of effort a more important feature of our national life. When this is done, he will feel that his purpose in inviting special consideration to his individual views has been in great measure reached.

—SIMON NEWCOMB. (*North American Review*).

THE STUDY OF SPEECH SOUNDS

By Prof. WALTER RIPPMANN, M.A.

I.

THE English have often been charged with speaking their own language badly, and with being almost incapable of pronouncing correctly any other language. The first charge is heartily endorsed by every teacher of elocution, the second by many a teacher of foreign languages. It may be of some interest to consider whether there are any means of remedying the defect indicated.

As a preliminary, it will be necessary to obtain some idea of the stages through which we pass in acquiring such command as we may possess over the sounds of the mother tongue.

The young child hears certain sounds frequently repeated, and sees the movement of the lips. In crying it makes use of the vocal chords. By imitation it learns to use its lips also, and produces its first speech sounds—the combinations *ma* and *pa*. It utters many other sounds. Its muscles serve to produce them in great variety, and it seems to show no particular preference for any of them. Its ear is untrained, and does not distinguish sounds carefully.

In course of time, after innumerable repetitions of the same sounds, the little child comes to imitate them pretty well. Some sounds which it

used to produce it does not hear, and therefore ceases to produce them; other sounds are very common, and are consequently produced very often. The result is that certain muscles hardly come into play, and others are in constant use. The child acquires habits of speech.

This is entirely the result of imitation, and, of course, the speech of the child reflects the speech of those surrounding it. If the child is left mainly to a nurse who speaks badly, it cannot be expected to speak well. If it is largely in the company of well-educated people, its speech will show their influence. The longer it associates with certain people, the more frequently it will imitate their habits of speech, and the more firmly rooted its own habits will become.

After learning by the ear only for some four or five years, the child goes to school, and is brought face to face with language from an entirely different point of view. Hitherto it has heard sounds; now it meets with letters. What is their relation to the sounds?

The object of writing is to record speech, and the original object of letters was to represent sounds. This is still their ostensible object; but in many cases they do so in a most unsatisfactory manner. The spelling of English is an extreme instance. If we lay it down as a principle that every sign should represent one sound, and one sound only, then our spelling is a singularly imperfect means of representing our speech. It is unnecessary to quote instances of the inadequacy of our spelling, but it is worth while to realise the true causes to which it is due.

In the first place, the language has changed, but the spelling has not kept pace with these changes. We write words with letters which represent a pronunciation current long ago. We are most conservative in our spelling, but very progressive in our speech.

In the second place, attempts were made at various times to make the spelling do something more than represent sounds; it was thought that it should also be a guide to the derivation of a

word. Men who knew Latin regarded it as a sign of ignorance to spell *doubt* without the *b*, and so they inserted it although they did not go so far as to pronounce it. They added the *c* in *perfect*, and in this case the pronunciation was affected by their action.

The result is that in many ways the written language no longer coincides with the spoken. To complicate matters still further, every letter has received a name which necessarily gives only one of its various values. Thus, the letter *i* was given a name which represents its value in *bite*, but not in *bit* or *machine*; and its name also represents the sound of another letter (*y*) in certain cases (*e.g.*, *my*). The *k* sound is represented by *k*, *c*, *ck*, *qu*, *ch*. It is unnecessary to adduce further examples to show that our spelling is a sadly imperfect instrument.

(Are we, then, to join the spelling reformers? At present their efforts are unheeded or ridiculed. To some extent their writings do not inspire confidence; they often propose changes which only touch the fringe of the evil. Half-hearted measures are worse than useless; if the spelling is to be reformed at all, it must be done thoroughly and scientifically. For this the nation is by no means prepared; it clings with great tenacity to the conventional form of the written language. The idea of the Bible or Shakespeare appearing in a phonetic transcription still smacks of sacrilege. Under these circumstances, it is best to realise that the first task of the spelling reformer is to make people willing to accept the change he has at heart, and this can best be done by teaching them how the language is spoken.)

To return to the child. On entering school it meets with the written language. Miss Dale has shown that it is quite possible to start from the spoken language in teaching the written; those words only are taught at first in which the spelling may be called regular—that is, in which the signs are used to represent sounds consistently. In this case, what the child knows (the spoken language) is made the starting-point

for teaching what is new (the written language), and this is the only method defensible from an educational point of view. In this way the reasoning powers of the child are directed to the individual sounds, which are quite familiar to it, but which it has not yet learnt to consider separately. This has a remarkable effect in training the ear; the child acquires the habit of discriminating the sounds of speech, and of articulating more carefully.

But in nineteen cases out of twenty (or ninety-nine out of a hundred?) the method employed is a very different one. There is no natural transition from the known to the unknown. The conventional names of the letters are taught, and the sequence in which the new signs are acquired is not determined by the mode of production of the sounds. The consequence is that the difference between speech and spelling is not bridged over; the ear is not trained; faulty conceptions of the relation between letters and sounds arise in the child's mind; and it is incapable of splitting even a simple word into the separate sounds which compose it in its spoken form.

The teacher who has acquired his knowledge of the written language in the same way is equally unable to analyse the sounds of a word. He can spell faultlessly, but he has no clear idea of the way in which the sounds are produced. When the child mispronounces a word, he will notice the mistake only if it is a striking one; his ear is not trained to detect the niceties of speech. If he wishes to correct a mistake, he pronounces the word as correctly as he can, and demands an imitation of his pronunciation on the part of the pupil; but he is unable to give any directions by which the pupil would understand the nature of his mistake, because he himself has not studied speech sounds in a scientific manner.

I may be urged that many teachers go to the trouble and expense of having lessons in voice-production and elocution, and that surely they have learnt to distinguish sounds carefully and to determine what organs of speech are needed

to produce any particular sound. Some acquaintance with the works of teachers of voice-production and elocution has led me, most reluctantly, to the conclusion that in many cases their views on the nature of speech sounds are inaccurate and misleading. I should be the last to deny that they often give most valuable advice as to the management of the voice, and that they have helped many teachers and other public speakers to avoid undue strain of the vocal organs. When, however, they approach questions of pronunciation, they often adopt an attitude which is singularly unscientific.

In saying this, I am not actuated by any feelings of hostility; on the contrary, I hope that the day is fast approaching when the teacher of voice-production will cordially co-operate with the phonetician. Both are concerned with the spoken language; both have the keen desire to make the spoken language a better instrument for the communication of thought; both desire to arouse more general interest in the cultivation of the spoken language, and to train the ear as well as the organs of speech.

The question whether the spoken language can be rendered a better instrument hardly requires to be raised; we recognise at once that some people speak well, and many badly. The important question is: How can we render the instrument better?

Those who attempt to answer the question are influenced by two considerations: the desire to improve the musical value of speech, and the desire to render it a more economical means of communication.

Those who view language mainly from the æsthetic side will search for the best way of producing fine sounds; they will study which position and action of the organs of speech produce the most musical vowels, and will pay much attention to the utterance of consonants. They will be of great service in training the actor and clergyman, the political debater and the lecturer; they will be in danger of becoming ultra-conservative, for

they are likely to prefer the pronunciation of previous generations, and to assign undue authority to the written word; they will tend to give the impression of being pedantically precise in their conversational speech.

Those who view language mainly from the practical side will see in its natural development signs of progress; they will welcome anything which serves to render it easier of utterance. A reduction in the number of different unstressed vowels will seem to them a welcome simplification; they will raise no objection to the dropping of consonants, which leads to a more economical production of words; they take interest in the past development of the language, and watch its present condition, not so much with a view to improve upon it, as from a desire to record present usage, which they regard as a perfectly legitimate stage in the history of the language; they will be in danger of becoming ultra-progressive, for they are likely to prefer pronunciations which are tentative rather than established manifestations of the genius of the language, and to assign undue authority to colloquial speech; they will tend to give the impression of being slipshod when they speak in public.

Roughly speaking, the teacher of voice-production adopts the æsthetic or artistic attitude, and the phonetician adopts the practical or scientific attitude. It would be no inconsiderable gain if they learnt to appreciate the limitations of their work. Speaking as one who has given more attention to phonetics than to voice-production, I venture to believe that it is particularly the teacher of the latter subject that would benefit; for it seems reasonable to assume that before approaching the question how a language ought to be pronounced we should gain a methodical knowledge of how it is actually being pronounced. The phonetician attempts to record this, and is inevitably led also to the study of the stages through which the language has already passed. His results are the necessary basis for the work of the teacher of voice-production, so far as this is

concerned with the pronunciation of speech sounds.

II.

My first article, contained some general considerations bearing on the study of speech sounds, and these suggested an answer to the question why we pronounce our mother-tongue badly. It is mainly due to faulty methods of learning the written language, which is not taught with proper regard to the spoken language; partly, also, to the faulty methods employed by many teachers of voice-production and elocution. Expressed more generally, we speak badly because we hear badly; we do not realise how we ought to speak, because we do not know how we actually speak.

The remedy suggests itself at once: let us pay some attention to the actual speech of the present day. That seems simple enough; yet it brings us to a thorny question. As soon as we begin to inquire what the actual speech is, we recognise that there are many kinds of speech. The man from Sheffield does not speak like the man from London; the clergyman does not speak like the costermonger; the bookmaker does not speak like the bookman. If we are to consider all the existing varieties, our task will be endless. We must fix upon some standard.

Is there any standard of English speech that meets with universal acceptance wherever English is spoken? Unfortunately, there is not as yet. Its existence presupposes years of devotion to the very problems which we are now considering. In France there is something practically amounting to standard speech; so there is in Germany. In England we have no recognised standard, but it is most desirable that we should have one; the consequences would be valuable and far-reaching.

Is there no form of English speech that seems likely to assume this important position? Make every allowance you will for the fact that I am a Londoner; it seems to me that London speech has more likelihood of becoming the standard than any other. Not any London speech, of course, but the

speech of the educated Londoner, which is already practically that of all educated speakers in the South of England. London is the literary centre of the English-speaking world, the seat of what will soon be its greatest University, and the political centre of the British Empire. Educated southern English is more widely acceptable than any other form of the mother-tongue. The Universities of Oxford and Cambridge and the great public schools have long served to spread it. The speech of our actors and actresses approximates to it more than to any other standard.

I cannot hope that this statement will convince our cousins in America, or even our brothers in the North. But if they agree with us in considering it important to establish a standard, would they have all English-speaking people adopt the speech of Scotland? Or would they have us bow to the authority of Webster's dictionary, which seems to be the dictator of American speech?

Granting that the proposed standard has yet to win general acceptance, it becomes clear that if it is to be made serviceable we must take steps to record it. We cannot teach it entirely by word of mouth, nor can we settle disputed points only by debate. How are we to represent the standard speech?

From what was said in the first article, it is clear that the conventional spelling will not serve our purpose. Whatever our pronunciation may be, we all spell alike. We require a standard alphabet-fulfilling the requirement that every sign should represent one sound and one sound only. If that alphabet is of such a kind that the sounds of foreign languages can also be represented by it, this will be a manifest gain. If the signs employed are already at the disposal of most printing establishments, that will be another point in its favour.

Many phonetic alphabets have been devised. Some are suitable for one language only; others necessitate the casting of numerous fresh letters; others, though they have much to recommend them, have been used but little. The only alphabet

which fulfils the conditions enumerated above, and is extensively used, is that of the *Association phonétique internationale*.

Many English teachers of foreign languages are familiar with this alphabet: it is becoming common in books for the early teaching of French, German, and even Latin, and use is made of it in an increasing number of grammars. To those who are unfamiliar with it, the strange appearance of well-known words is at first repellent; but the same feeling of discomfort is experienced whenever we meet with an unconventional representation of sounds. Even such small matters as the American spelling of *theater*, *center*, *honor*, *color*, jar upon us; it is only natural that a phonetic alphabet should not be immediately attractive. It looks difficult, too, especially in the case of English, where the conventional spelling is so far removed from the spoken language. Spanish and German look comparatively easy when written in this alphabet. French looks harder; but English looks strangest of all.

When, however, the student summons up courage and has the honest intention of seeing "whether there is anything in it," he is soon obliged to acknowledge that the alphabet is very quickly learnt. Many sounds are represented by the same signs in this alphabet as in our ordinary English spelling.

The consonants are, indeed, quite easy to learn: "b" is used for the first sound of *but*, "p" for that of *pat*, "m" for that of *man*, "d" for that of *dab*, "t" for that of *tap*, "n" for that of *nut*, "g" for that of *get*, "k" for that of *kitten*, "w" for that of *wit*, "v" for that of *van*, "f" for that of *fan*, "z" for that of *zeal*, "s" for that of *seal*, "r" for that of *red*, "l" for that of *lip*, "h" for that of *hot*. The letters *th* represent two sounds, neither of which is made up of *t* and *h*; special signs are required. The old English sign "ð" is used for the sound of *th* in *this*, the Greek "θ" for the sound of *th* in *thisle*. The letters *ng* are not a satisfactory representation of the last sound of *ring* so a combination of them (ŋ) is used. There are

no convenient signs in the ordinary spelling for the last sounds in *dash* and *edge*; "f" and "3" are used to designate them. For the same reason "j" does duty for the first sound in *yes*. Those who wish to have a sign for the *wh* which they distinguish in sound from *w* make use of an inverted w (Λ). It will be seen that two-thirds of the signs for consonants give no trouble whatever, and that the rest are easily learnt.

The signs for the vowel sounds are more difficult, the reason lying less in the signs than in the nature of the vowels themselves. It is here that the conventional spelling is most faulty, that speech is most liable to change, and that deviations from the standard are most noticeable. It requires some care to gain a knowledge of the vowel sounds, and a set of symbols to indicate them will render great service to the student.

To give anything like a full account of the vowel sounds in what we have agreed to regard as standard speech would take up more space than is at my disposal. It must suffice to give the signs, arranging the sounds, not according to the mode of production, but again according to the familiarity of the signs used.

The first vowel in *father* is designated "a," the first in *house* "a," that in *bet* "e," that in *bit* "i," the first in *boat* "o," that in *put* "u." The vowel sound in *bat* is "æ." The first vowel sound, in *fairy* is "ε," the first in *boar* is "o"; they are the "open" e and o sounds, and the "open" signs "ε" and "o" have therefore been chosen to represent them. The remaining vowel sounds are "Λ" and "e," the first and second vowel sounds respectively in the word *butter*.

To indicate that a vowel is long or half long, the signs ":" or "." are added; to show that a syllable is stressed, the accent (') is prefixed. For the purposes of the beginner, these signs are inevitable. It will be conceded that they are not through "precise transcription a distinction in quality His results are especially indicated] is made between the teacher of *word*, *put* and *brood*, the signs "I" and "U" vowels of *bit* and *put*.

such a formidable obstacle after all. It is our frequent inability to distinguish the sounds of speech, not the difficulty of /h/ or that set of symbols, that makes it hard for us to study the spoken language. This slowness in analysing sounds is not inherent in us. Like the power of discriminating colours, it can be trained; and no one need despair of training his ear to hear the spoken language merely because he is not musical. It is surprising what can be accomplished by a little systematic observation of speech sounds.

(Are we to introduce the phonetic alphabet into the class-room? This is being done with excellent results in French and German classes. Will it be equally serviceable in teaching the mother-tongue? I do not wish to discuss the question whether children should use this alphabet in the earliest stages of learning to read and write the mother-tongue; there seems no likelihood of such a suggestion being acceptable at present. On the other hand, I believe many teachers who have studied the subject will be glad to make use of a chart containing the signs for English speech sounds suitably arranged, such as has been prepared by Prof. Viator.* Children learn the signs quickly, and can then be shown their mistakes better than in any other way.)

The student who has given serious attention to the sounds of English speech will benefit in many ways. If he is interested in the historical study of the language, a flood of light will be thrown upon sound-changes which previously had little meaning for him, but now are found to have a simple explanation, and, in many cases, may be illustrated by similar changes in progress at the present day. If he wishes to qualify for a career in which public speaking is required, he will have a firm basis on which to support his study of that form of speech which is most suitable for declamation. If he becomes a teacher of the mother-tongue he will be able to recognise not only that the speech of some of his pupils is faulty, but also what is the cause of their faulty utterance. He is able to devise suitable

* It is published by Elwert, Marburg.

exercises to overcome their difficulties. He can make them conform more and more to the standard speech which he has studied methodically, instead of being content with a vague impression of what is correct.

In course of time we may have a good supply of such teachers. Then the standard speech will spread far more rapidly than at present, and a growing number of men and women will take an intelligent interest in the spoken language. How far this will affect its development, it is impossible to say. Perhaps it will reduce the rate at which changes are now made, but it will never arrest change altogether. Perhaps it will confine provincial speech to narrower limits; it will probably never take its place entirely, for provincial speech yields very slowly. There can be no doubt that universal education has influenced the speech of the present generation, although no statistics on the subject are available. As elementary education is improved, and with it the teaching of the mother-tongue, we may look forward to a time when every child will have an opportunity of acquiring the speech which now is confined to the educated. It may still retain the local habits of speech when at home; but at school, and elsewhere in after-life, it will know how to use standard speech with fluency and ease.

The immediate aim of the phonetician, however, must be to ascertain this standard speech. We have decided what speech is to be our standard, and the best means of representing it; we must set to work and record it. No individual speaker can be our authority, and we have to obtain the pronunciation of as many educated speakers as possible. In most cases we fortunately have no doubt; in others we are yet in need of statistics. Thus we all pronounce the *h* of *humble*, and drop the *h* of *honour*; but how about the *h* in *humour*? We have no hesitation about *haul*, *maul*, &c., but how do the majority pronounce the *au* of *launch*, *laundry*, *haunt*, and similar words? We know how to pronounce *rude*, *plume*, &c.; how about the *u* in *lute*, *luminous*, *lugubrious*, &c.? What is the proportion of educated speakers who drop the *k* in

asked, the *t* in *last night*, in *Christmas*? Do the majority insert an *r* sound in the *idea* (*r*) of it? What is the most common pronunciation of *luxurious*, *gaseous*, *dubiety*, *chimaera*, and many other words?

From the few questions given, it will be seen that much yet remains to be done. I should be glad if this article had succeeded in enlisting the services of a few more students of a very engrossing subject. May there be some at least who will take it up seriously, and proceed further than interests of other kinds have enabled me to do.

It is as a teacher and student of foreign languages that I first became enthusiastic about phonetics; and in the third and concluding article I propose to discuss the importance of phonetics to the modern language teacher.

III.

There are many difficulties confronting a child when it begins the study of a foreign language; one of the greatest is the pronunciation. It is not merely that new sounds have to be learnt, differing slightly or entirely from those in the mother-tongue; the manner in which sounds are represented is also different. The sound, written *sh* in English is written *ch* in French and *sch* in German; the letters *eu* have a different value in each of these three languages. Just as the English spelling is an obstacle to the appreciation of English sounds, so the French and, to a less degree, the German spelling must be regarded as a difficulty in the way of the beginner.

It may be urged that for most pupils a reading knowledge suffices, and that if they should come to need a conversational knowledge they could soon acquire the pronunciation by a stay in the foreign country.

Boys and girls are sent abroad in order that they may learn foreign languages. The result may sometimes be satisfactory; it is safe to say that in most cases they acquire fluency at the expense of accuracy, particularly in matters of pronunciation.

They hear the foreign language constantly, yet for lack of suitable training they continue to speak the foreign sounds with an "English accent." It is the learner who has already acquired some knowledge of the foreign speech-sounds and a fair vocabulary that derives, most benefit from a stay abroad.

It is a dangerous thing to disregard the pronunciation in the belief that it can be learnt later on. It would be safe, if it were possible for the learner to acquire a reading knowledge without pronouncing the words; but if we do not supply the correct sounds, the pupil will still attach *some* sounds to the words, and these are sure to be almost entirely incorrect. The pupil will utter the foreign language with what we call an "English accent"—that is, he will retain his old habits of speech, perhaps with a few slight modifications. Gradually there arises in his mind a powerful association between the foreign word and its "English" pronunciation; and unfortunate indeed is he whose duty it becomes to destroy this association by the laborious work of training the pupil to pronounce correctly. He has to teach the use of long, pure vowels where the pupil has been uttering diphthongs (as in *rose*, *même*, *Rose*, *Schnee*); he has to substitute a new stress for the faulty old one (as in *commencer*, *répondre*, strongly stressed on the second syllable); he has to teach the pronunciation of *r* (as in *mère*, *partir*, *mir*, *hart*); his task is heart-rending.

Perhaps the idea that French might be pronounced with English sounds is not unconnected with the customary pronunciation of Latin. It used to be the rule (and it is still too common) to begin Latin before French, and pupils thus unconsciously acquired the impression that foreign languages had the same pronunciation as English. To one phonetically trained, the ordinary pronunciation of Latin is quite painful; it seems so needlessly ugly and so utterly wrong. Almost every vowel suffers in quality, and often in quantity too, and some of the consonants fare as badly. It is earnestly to be desired that the efforts of the Classical Association to improve matters will meet with success; yet it is to be feared that the day is still

distant when our classical colleagues will gladly recognise the value of phonetics. Meanwhile they will continue their enthusiastic praises of melodious verse—which they cannot read aloud!

But to return to modern languages: the view more and more generally held is that the cultivation of the spoken as well as the written language is the best preparation for the study of the literature. It is argued that the beginner should obtain a good command of a fair vocabulary of common words and the essentials of grammar, and that this can best be obtained by a copious use of the foreign language both in its spoken and in its written forms. It is not my object here to uphold the reform method, which has been exposed to a good deal of unintelligent criticism; I am confident that the main contentions of the reformers are based on general principles not likely to be assailed successfully. For my present purpose it is sufficient to state that those who believe in the reform method attach much importance to the spoken language, and that those who oppose it have to confess that in this respect at least it marks an advance on the old "grammatical" method.

If the foreign language is to be spoken at all, it seems to be self-evident that it should be spoken as correctly as possible. How is this object to be achieved?

For a long time it was thought that a foreign teacher was alone able to teach the pronunciation of his language; yet it does not require much thought to arrive at the conclusion that the teacher must have a knowledge of the sounds both in the pupil's mother-tongue and in the foreign language. Imitation alone has been proved to be insufficient. Occasionally a pupil taken by himself and possessing unusual ability has been taught by a clever teacher to pronounce the foreign language well by imitating the teacher's speech; but this is rare. Particularly in the case of languages like English and French, where the whole manner of speech is widely different, it is necessary for the teacher to be well acquainted with the pupil's mother-tongue.

Again and again we see excellent foreign teachers of French and German whose pupils pronounce the foreign languages in an obtrusively English way. It is not that the teachers do not pay attention to the pronunciation; especially when they are new to the work, they show great zeal and perseverance in this respect. The attempts of the pupils to imitate their pronunciation do not satisfy them; they feel that something is wrong; but when the faulty pronunciation persists, they come to the conclusion that English children can get no nearer to the correct pronunciation than this, and so they reluctantly content themselves with what seem the best results obtainable. It is quite possible that no better results can be obtained—by imitation.

It is different when the teacher, native or foreign, has taken pains to acquaint himself with the phonetics of both languages. He is prepared for the mistakes which his pupils are likely to make, and he forestalls them by suitable exercises. Anxious to prevent rather than to cure, he compares the English and the foreign sounds, and knows exactly on what he must lay special stress. If his pupils come to him with untrained ears, he proceeds to give them the power to discriminate sounds which necessitates some acquaintance with the organs of speech; and in this he is encouraged by the interest which his words never fail to arouse. The pupils have been uttering speech-sounds for a long time, yet without knowing how they were uttered; and the new light shed on such familiar processes is like a revelation. It is sometimes suggested that "pupils should not be bored with phonetics." This is the objection of the critic who attacks that of which he has no personal experience. The man capable of boring his pupils with phonetics is the man who bores them whatever he teaches. A keen teacher of languages who has once introduced phonetics into his teaching does not drop it again. If you wish to have an opinion as to the value of phonetics to the teacher of French or German, it is well not to go to one who has never made use of phonetics.

The first condition of success in teaching the pronunciation is the teacher's competence; the second is practice on the part of the pupils. As was pointed out in the first of these articles, they have been speaking English until certain habits of speech were formed. These habits have become firmly rooted by the time when the foreign language is begun. They are now called upon to acquire entirely fresh habits of speech; muscles have to be brought into active play which previously took little or no part in the production of speech sounds. This demands much practice. The time devoted to a foreign language is limited; during the rest of the day the old habits of speech prevail. It seems all the more necessary to give to the foreign language as much of the time allotted to it as is possible. This is one of the reasons why the reformers urge that the mother-tongue should be used as little as possible in the foreign-language lesson. They maintain that to utter alternately the foreign language and the mother-tongue renders it more difficult to acquire the fresh habits of speech than when the two are kept apart. Their contention seems a sound one.

The teacher who has studied phonetics is naturally anxious to utilise his knowledge in the classroom. He can do so by explaining the formation of the sounds; in all probability he will have recourse to the phonetic alphabet, which he has found so helpful in his own inquiries into the matter of pronunciation. Perhaps he will be content to use the signs when he is explaining the sounds, and for the purpose of drilling the organs of speech; he will find a printed sound-chart very useful. Perhaps he will go further, and let his pupils write in the phonetic transcription.

If he decides to do so, he must make up his mind whether he will teach the phonetic signs exclusively in the early stages, or concurrently with the ordinary spelling. In the case of German, no disadvantage arises from teaching both at the same time; in the case of French, the best results

are likely to be obtained with English pupils if they use the phonetic transcript exclusively during the first term. After three months they will have acquired the fresh habits of speech. They can speak correctly, if not very fluently or about many subjects. It will still be necessary to practise the foreign sounds; even the foreigner's pronunciation of his language suffers if he speaks English much, yet in his case the habits of speech are much more firmly established than they can possibly be in the case of our pupils.

When the attention has for a term been devoted to the sounds, there is not much danger of the conventional spelling misleading the pupil; but is it not likely that the habit of representing the foreign sounds phonetically will interfere with the spelling? This seems a valid objection; yet experience shows it to be groundless. Indeed, pupils who have passed in a methodical fashion from the phonetic to the ordinary spelling are found to spell quite as well as those who learn the ordinary spelling only, if not better. After all, this is not surprising. They do not learn the spelling in a hap-hazard way, but methodically; they realise the difference between the two systems of representing sounds, and when, for instance, they spell *ombre* and *tante*, they can supply a reason why there should be *m* and *n* in these words respectively—a point which hardly occurs to the pupil who has had no phonetic training. Similarly, the *c* in *commençant*, the *qu* in *turque*, cease to be exceptions, and gain a fresh interest as illustrating the inadequacy of the ordinary spelling.

To those who wish to pursue the subject further, I would recommend Mr. Dumville's excellent "Elements of French Pronunciation and Diction" (Dent) and Prof. Viëtor's "German Pronunciation" (Reisland) and "Elements of Phonetics: English, French, and German" (Dent), thy adaptation of his "Kleine Phonetik." As an introduction the observation of the mother-tongue I venture to call attention to a little volume entitled "Sounds of Spoken English" (Dent), which

I have just written with an eye to the requirements of our training colleges.

I do not know whether these articles will have converted a single reader who started with a prejudice against the study of speech sounds, considering it a subject only for the faddist. There are, however, among the readers of *The School World* a large number of teachers who preserve an open mind and are willing to listen to the experience of others and to give a fair trial to what seems valuable in their suggestions. I am hopeful that my words may induce some students to devote their energies to phonetics. It is a science which owes much to Englishmen, but has for some time been neglected by them. The gain to be derived from the study of speech sounds is not inconsiderable. To establish a standard speech for the British Empire, and to enable every school-child to use that speech fluently beside its local dialect; to remove the great obstacle to intercourse with other nations, which our faulty pronunciation of their languages presents to us—these are objects requiring zeal and devotion for many a long year. Deep-seated prejudices must be overcome before success is attained; but the cause is worth the struggle. The teacher of languages has a great responsibility: introducing the child into the language and the literature of its mother-tongue, he is teaching it to think clearly and to feel finely; helping the learner to understand a foreign language, he renders possible the just appreciation of the foreign people, which is a powerful aid towards an enlightened patriotism.—*The School World*.

UNIVERSITY INTELLIGENCE.

THE following note on the Matriculation Examination of the Calcutta University, has been drawn up by Mr. H. R. James, of the Patna College :—

The movement for reform in the Calcutta University began in a perception of the impossibility of effective instruction, still more of any real education, so long as the average attainment of students in English was so defective. At the same time it was widely recognised that the whole system of examination and consequently of education was painfully mechanical, partly in consequence of the defective English of the students under instruction in Colleges. The glaring vice of the Calcutta system has been the extent to which the habit of presenting unintelligently memorized work has been carried, in all subjects of examination alike, and by students of all grades of ability. Organization has been immense, and there has been so little real education, hardly even any real instruction.

It was to remedy this, to make intelligent instruction possible, and so to make education better and truer throughout Bengal, that the Senate was reconstituted. But the first step towards an effective reformation of our examinations has yet to be taken. That first step is remodelling of the Entrance or Matriculation Examination in accordance with sound principles. Two things have to be accomplished : (1) to ensure that all students who pass it shall have a sufficient practical command of English to enable them to take up University courses of study, carried on entirely in English, with reasonable prospects of benefiting by them ; (2) to effect that intelligent and not mechanical knowledge shall lead to success in the Examination in all subjects, thereby directly stimulating right methods of instruction and study in all Secondary Schools.

This is the first plain task and duty of the new Senate, because the practicability of every other improvement turns upon it ; and though more than a year has gone by since the new Senate met, it has not been done. Much of the work before the Senate is complicated and full of uncertainty, this remedying

of the worst defects of the Entrance Examination is simple and obvious. In the hope of helping to secure that, in the agitation of the many perplexing questions which await discussion in the Senate, that which is plain and obvious and readily practicable may not be missed, I beg to urge with the utmost possible insistence five propositions, which I venture to hold should be regarded as limiting conditions in framing new regulations for the Matriculation Examination :

1. There should be not more than four subjects offered for examination by any candidate, two being Mathematics and English.
2. In English pass marks should be not less than 50 per cent.
3. Of the marks in English not less than two-thirds should be assigned to translation and composition.
4. No marks should be given to answers which in the Examiner's opinion have plainly been memorized unintelligently.
5. In the aggregate pass marks should be 50 per cent.

These propositions are urged because it is absolutely indispensable to make the change in the examination admitting to University courses of study marked and decisive in the direction of greater thoroughness, and of reality of knowledge in essentials. The object of the Matriculation Examination is to test the candidates' fitness for a course of higher study carried on in English. It is because this was not done in the past that reform of the Calcutta University became necessary. If it be not done now, when the Senate has been specifically reconstituted to set right what was amiss, that reconstitution itself becomes a farce, and all hope of making education in Bengal sounder and better will be frustrated.

THE following Note by Professor Laft Kumar Bannerjee of the Bangabasi College has been circulated to the Members of the Faculty of Arts with

CLASSICAL LANGUAGE SHOULD BE MADE A COMPULSORY SUBJECT AT THE MATRICULATION AND ALL SUBSEQUENT ARTS EXAMINATIONS.*

No provision need be made for the Indian Vernaculars at any University Examination, as ample provision has been made for them both at the Primary and Secondary stages of Education. According to the Resolution of the Government of India, dated the 11th March, 1904, the vernaculars are to be the medium of instruction up to the minimum age of 13, and it has been further recommended that 'the study of vernaculars should be kept up until the end of the school course' by which no doubt, the Government of India mean the School Final Examination.

The Universities Commission recommend in para. 171 of their Report "that the only subjects in which a student should be examined are English, a classical language, Mathematics, and History and Geography" at the Matriculation Examination. They further include a classical language as a compulsory subject in the Intermediate Course and in the B. A. Course (para. 117 of their Report.) The following words contained in para. 89 are well worth quotation:—

"One of the most important questions in connection with the second language is whether, as between a classical language and its allied vernaculars, the classical language alone should be recognised in the courses at the Universities, or any of those vernaculars may also be recognised... Whilst we are strongly impressed with the need for the more careful study of vernacular languages, we do not think, for several reasons, that to allow a student to study a vernacular in substitution for a classical language will secure that object or be advisable from the point of view of general education. 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 the 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 classical languages is of the utmost importance for the improvement of their allied vernaculars. That the vernacular languages and literature have advanced more rapidly in Bengal and Bombay than in Madras† appears to us to afford a striking illustration of this principle."

Under the existing Regulations, a candidate is permitted to take up an Indian Vernacular in place of a Classical Language at the Entrance Examination. But as no such provision exists at the F.A. Examination, the arrangement practically necessitates that such Entrance candidates as have the F.A. Examination in prospect, begin their classical studies at the Entrance stage; and a very small proportion of candidates only—namely those who do not go in for higher University education, take up the Indian Vernaculars. The Draft Regulations, whilst retaining the same arrangement at the Matriculation, have provided for a bifurcation of studies after Matriculation (and not as heretofore after the F.A.) and have eliminated the second language entirely from the Intermediate Examination in Science. Candidates for Matriculation, whose aptitudes lie on the Science side will not therefore think it worth their while to learn a classical language when such a study will not be necessary for them in their future academical career. The inevitable result of such a Regulation will be the ignorance of classics on the part of a very large number of college students, a state of things highly detrimental to the best interests of the country and its people. We cannot therefore too strongly deprecate this provision of the Draft Regulations, which leaves it entirely to the choice of those who seek admission to the University, whether or not they should study

* This note appeared in the *Bangabasi Magazine* and led to it in the Editorial Notes of the *Review*.

† In Madras option is allowed even in higher examinations between a vernacular and a classical language.

classics. A workable knowledge of one or other of the classical languages on the part of all candidates for Matriculation should be compulsorily provided for, leaving it to those who pass the Matriculation to decide whether they care to have a fuller knowledge of the subject at the higher stages.

The strongest advocate of the study of vernacular languages may go so far as to ask for a simultaneous study of a classical language and an Indian Vernacular. But considering that the English language is bound to be a compulsory subject of study at all University Examinations, this will be laying an undue stress upon linguistic studies to the prejudice of the claims of other branches of study. Nor is the compromise effected by the Calcutta University at the Entrance Examination by including under the subject of oriental classics a paper in Translation from English into a Vernacular and Composition in a Vernacular, to be approved of by any sound educationist, as the tendency of such an arrangement is to give a candidate a cheap pass in oriental classics by enabling him to get through the examination with a very superficial or no knowledge of the classical language at all.

It will not be out of place to point out in this connection that India is the home of many races speaking many tongues and if the University chooses to recognise every language spoken by some section, large or small, of the people, as it has too often done in the past, a veritable confusion of tongues creating endless complications in the work of examination is unavoidable. Besides, it is highly undesirable to recognise languages (like Khasi, Parbatia, etc.) that can hardly boast of any literature. Exception has been taken in some quarters to the compelling of Khasi and Parbatia speaking students (who have no ancient classics of their own) to waste their time in acquiring the rudiments of Latin; it however is certainly not the duty of the University to lower its standards to suit the conveniences of all comers, but on the other hand it should insist that these

high standards should be conformed to by those who value the privilege of University education. The inclusion of a select few of the Indian Vernaculars (e.g., those rich in literature) is also invidious, entailing as it does a hardship on certain sections of the community whilst others enjoy an immunity from it. The best solution of the second-language difficulty, therefore, lies in the recognition of the classical languages alone to the exclusion of the vernaculars, thus enabling the various peoples with which this University is concerned to study their ancient classics (viz., Sanskrit for Hindus, Arabic or Persian for Musalmans, Pali for Buddhists, Classical Armenian or Hebrew for Jews, Latin or Greek for Europeans and Europeans.)

Besides the usual claims of classical studies, as affording a very high order of mental culture and intellectual discipline, the study of Sanskrit, Arabic or Persian has special claims upon the two great communities of which Indian Society is mainly made up—the Hindus and the Musalmans. It is admitted on all hands that in this country high education on an English basis is indispensably necessary and highly beneficial. But it can hardly impart that complete culture which is the object of all liberal education, if the classics of India form no integral part of it. A knowledge of the classical languages of India does not only enable the student (in his future life) to draw upon the rich treasures of poetry and philosophy of his race and to gain an insight into the true spirit of his ancestral religion and social system, but also gives him the necessary equipment for enriching the vernacular. This will serve to carry out the principle affirmed in the Education Despatch of 1854 and endorsed by the Resolution of the Government of India, dated the 11th March 1904, "that European knowledge should gradually be brought by means of the Indian Vernaculars within the reach of all classes of people."

Farther it is only reasonable to expect the Indian student to devote himself to questions of Indian philology and original research in connection with

the literature and philosophy of his race, instead of leaving such tasks to foreigners. It is impossible for the Indian student to be thoroughly equipped for this purpose unless and until he obtains a thorough grounding in the classics. Again the young alumni of science, if they have assimilated Western knowledge in the true sense of the term, cannot enrich their national literature by writing scientific treatises for the people without a knowledge of the classical languages of India, to which they must necessarily resort for framing or adapting a scientific terminology.

Linguistically, the relation of a large number of Indian Vernaculars to Sanskrit is much closer than that of English to either Anglo-Saxon or European classics. Hindu religion and society are more directly influenced by the thoughts and ideas contained in Sanskrit literature than English life by the political, social and religious ideas of the Anglo-Saxons, the Romans, the Greeks and the Jews. And what is true of the Hindus in relation to Sanskrit, is equally true of the Muhammadans in relation to Arabic and Persian.

It is therefore impossible to avoid the conclusion that classics should be made compulsory in all the Arts Examinations of the University from the Matriculation stage upwards, a conclusion which has the strongest support of the Universities' Commission.

REGULATIONS REGARDING THE APPOINTMENT OF THE REGISTRAR, CALCUTTA UNIVERSITY.

The following Regulations regarding the appointment of the Registrar, and the Registrar's Office-Establishment have been accepted by the Senate of the Calcutta University :—

1. The Registrar shall be appointed by the Senate and only at an annual meeting. He shall be appointed for five years only, but at the end of every such term he may be re-appointed. The term of office of the Registrar shall commence on the first day of April next following his election. Provided that the first appointment shall be made within six months after these rules come into effect,

and it shall last till the end of the fifth month of March therefrom. If a vacancy occur in the office of Registrar between two annual meetings of the Senate the Syndicate shall appoint a person to officiate until the first day of April following the next Annual Meeting.

2. The Registrar shall be a person of high academic standing. He shall be a whole time officer. His salary shall be Rs. 800 per mensem, rising to Rs. 1,000 in five years by four annual increments of Rs. 50.

3. It shall be competent to the Syndicate to grant to the Registrar, on full pay, leave of absence for one month in a year, or for an accumulated period not exceeding four months in five years. It shall also be competent to the Syndicate to grant him on half pay, leave of absence for a period not exceeding eight months in five years. The Syndicate shall make arrangements for the discharge of his duties during his absence.

4. The duties of the Registrar shall be as follows :—

(a) To be the custodian of the Records, Library, Common Seal, and such other property of the University as the Syndicate shall commit to his charge.

(b) To act as Secretary to the Syndicate and to attend all meetings of the Senate, Faculties, Syndicate, Boards of Studies, Board of Accounts, Boards of Examiners, and any Committees appointed by the Senate, the Faculties, the Syndicate, or any of the Boards, and to keep minutes thereof.

(c) To conduct the official correspondence of the Syndicate and the Senate.

(d) To issue all notices convening meetings of the Senate, Faculties, Syndicate, Boards of Studies, Board of Accounts, Boards of Examiners, and any Committees appointed by the Senate, the Faculties, the Syndicate, or any of the Boards.

(e) To perform such other work as may be from time to time prescribed by the Syndicate, and generally to render such assistance as may be desired by the Vice-Chancellor in the performance of his official duties.

5. It shall be competent to the Syndicate to grant to the Registrar a gratuity or pension regulated as follows :—

(a) After a service of less than ten years, a gratuity not exceeding one month's emoluments for each completed year of service.

(b) After a service of not less than ten years, up to 25 years, a pension not exceeding one-sixtieth of the average emoluments (i.e., the average calculated upon the last three years of service) multiplied by the number of years of completed service.

6. In case of misconduct or neglect of duty, the Registrar shall be liable to suspension by the Syndicate, and to dismissal by the Senate on the report of the Syndicate.

7. There shall be a permanent Assistant Registrar who shall be a graduate of the Calcutta University, and a permanent staff of subordinate assistants and servants. The Syndicate shall have power to appoint them, to dismiss them for misconduct or neglect of duty, to dispense with their services for any sufficient reason, and to determine their number and scale of pay. It shall be competent to the Syndicate to grant them gratuities or pensions regulated as in Paragraph 5. It shall also be competent to the Syndicate to grant them, on full pay, leave of absence for one month for every eleven completed months of duty, the amount of such leave admissible at one time being limited to three months. It shall further be competent to the Syndicate to grant them, on half pay, leave of absence on medical certificate, for a period not exceeding three months at a time, nor exceeding six months in five years.

THE UNIVERSITY OF CALCUTTA.

ANNUAL CONVOCATION.

The Convocation of the Calcutta University for conferring degrees was held at the Senate House, on Saturday, March 10, at 4 P.M. Sir Alexander Pedler, the Vice-Chancellor, and the Fellows proceeded to the Entrance Hall to receive His Excellency the Chancellor. On the arrival of His Excellency they formed a procession in the following order and entered the Hall: The Registrar, Members of the Provisional Syndicate, His Excellency the Chan-

cellor, His Honour the Rector, the Vice-Chancellor, ex-official Fellows, Honorary Members of the Senate in order of seniority, and ordinary members of the Senate in order of seniority.

The Hon'ble Sir A. H. L. Fraser, Lieutenant-Governor of Bengal and the Rector of the University, occupied seat on the dais to the right of His Excellency the Chancellor. The Vice-Chancellor and Sir Francis Maclean occupied seats to the left of His Excellency. Col. Harris, Mr. Russel, Rev. Mr. Wann, Mr. Sharp, Mr. Justice Mitter, Mr. Macdonell, Mr. Wood, Sir Arundel Arundel, Sir Denzil Ibbetson, the Hon'ble Mr. E. N. Baker and Sir Guru Dass Banerjee occupied seats on the dais. Other members of the Senate occupied seats on the platform to the right and left of the dais. The Vice-Chancellor having declared the Convocation opened, each candidate for a degree was presented to the Vice-Chancellor by the Principal of the College at which he had studied or by the President of his Faculty. The Vice-Chancellor then gave the candidate the diploma of the degree.

There were 71 M.A.'s, 518 B.A.'s—out of which there were two ladies; 3 B.Sc.'s; 1 D.L.; 103 B.L.'s; 3 M.B.'s; 65 2nd L.M. & S.'s; 9 B.E.'s; 11 Prem Chand Roy Chand students, and Eeereshar Mitter Gold Medallists.

VICE-CHANCELLOR'S SPEECH.

His Excellency the Chancellor then called upon Sir Alexander Pedler, Vice-Chancellor, to address the Convocation.

Sir Alexander Pedler said :—

Your Excellency, Your Honour, Ladies and Gentlemen,—

It is usual for the Vice-Chancellor in his Convocation Address to allude to the losses which the Senate has suffered by death or resignation during the preceding year. These, I am glad to say, are rather less numerous than in most years; and only five deaths and four retirements have occurred.

Among the five deaths that of Babu Protap Chandra Majumdar stands out prominently. His death was very much to be regretted as he stood very high in the estimation of all thinking men and was a prominent leader in religious and social reforms. He did not, however, of late years take any active part in the work of the University.

Three other gentlemen whose loss we regret are Maulvi Abul Khair Mahommed Siddiq, Mr. Rajharin Mitra and the Hon'ble Babu Saligram Singh, all of whom took a fairly active part in University work; while the fifth Fellow who died during the year was Sir Baba Khem Singh Bedi who belonged to the Senate for a long time indeed since

1876; but he practically was not in touch with the Calcutta University as he was mainly interested in the Punjab.

Of the four Fellows who have been lost to us by retirement, namely, Col. C. H. Joubert, Mr. D. B. Horn, Mr. C. W. Belton and Mr. A. C. Edwards, all have previously taken great interest in the work of our University in the various branches of learning which they represented—Colonel Joubert in Medicine, Mr. Horn in Engineering and the other two in the Arts Faculty. All of them have done good work; and in Mr. A. C. Edwards also we have lost a Fellow who for a considerable time did most valuable work as our Registrar.

Further details as to these gentlemen are given as an appendix to this address.

Turning now from the losses which the University has suffered, I should wish to make a few remarks as to University work in general.

In the Convocation Address which I had the honour to deliver last year, at the time when our new Universities Act was coming into operation, I took Japan as an example which we should imitate in the matter of framing our new Regulations, and I tried to sum up the cause of the success of the Japanese in University education as being due to the principle of thoroughness, concentration and originality being kept prominently in view in all their work.

As it is admitted that Indian University education has not been as successful as that in Japan, it appears to me to be worth while to see whether any reasons can be traced which would explain why the Indian system has proved wanting and where it can be improved, and what we could look to in the future for success.

In the remarks which I am about to take it must be understood that I am referring to the work of the old University and not to that of the new Senate; for all our University work is still going on under the old regulations and under the old conditions.

Another reason which impels me to speak on this subject to-day is that the University is at this moment at the critical stage of framing its new regulations and that unless these are of proper character, and unless arrangements are made that they shall be rigorously enforced and their standards fully maintained, all the strenuous efforts which have been made for the improvement of our Indian Universities will be frustrated.

Within a short time I shall be retiring from my office as Vice-Chancellor of this University and also from my appointment as Head of the Edu-

cational Department of this Province after a service of over thirty years. On this occasion it is perhaps natural that I should ask myself what are the differences between the education which was being given thirty years ago in Bengal and now, and whether there has been progress on sound lines, and whether such advance has been as rapid as it should have been, and what are the prospects for the future. In discussing this I also hope to be able to indicate certain points where the action of the old University, or rather its want of action, has been responsible for want of proper progress, and even for not having maintained former standards.

The main difficulty in dealing with these questions is the vastness and complexity of the subject; for, only to review the history of every section of University education for a third of a century, would involve the discussion of a mass of details and statistics which would be quite out of place in an address of this kind.

Looking at the history of University Education generally in this period, there is one factor which must strike even the most superficial observer, namely, that scientific subjects have during this time rapidly developed in importance. The various sciences are now held to be of quite equal value as a mental training to the literary subjects which so long were held to be of paramount importance in all the older University schemes, while they are of immensely greater value in the development of the material welfare and resources of a country.

A second and equally important factor in University work has been the demand for higher study in far more numerous subjects of culture than formerly, in connection with Literature, History, Philosophy, Science and other subjects, and in addition to the new subjects studied, there has been the tendency to greater and greater specialization. We now frequently witness the splitting up of what were formerly comparatively simply single subjects of study into several branches and each branch sometimes quickly becomes more complex than the original single subject.

Both these aspects of work have largely increased the difficulties of dealing with the highest forms of education. In order to avoid being charged with dealing with generalities as regards these two points, I should just like to prove my assertion by reference to the conditions existing in the leading College working under our University, that is the Presidency College, Calcutta, in the year 1873, and during the last year.

The comparison between the Presidency College as it existed in 1873 or early in 1874 and in 1905

is roughly as follows. The buildings are practically the same, except that a wing for the teaching of Chemistry has been added. Taking only the main section of the College for teaching for the ordinary Degrees and excluding Engineering and Law as these are now provided for elsewhere, I find the number of students has considerably more than doubled; the numbers being 385 in 1873 and 814 in 1905. The increase in the number is due entirely to the fact that those taking the highest courses of study have increased very largely while those studying the lower courses are less numerous than they were formerly. Thus there are now five times as many students reading for the M. A. Degree and nearly four times as many reading for the Bachelor's Degree as in 1873. While for the lower or intermediate examination there are only two-thirds as many as in 1873. There were only 7 subjects in which lectures were given in 1873, 4 Arts subjects—English, Sanskrit, Philosophy and History, and 3 Science subjects—Mathematics, Physics and Chemistry. The subjects in which lectures are delivered now have more than doubled, being seventeen in 1905 against seven in 1873. The new subjects added are five languages and five sciences, namely, Arabic, Persian, Latin, French, and Pali, and in Science, Biology, Botany, Geology, Sanitary Science and Practical Astronomy. This is indeed a most startling change, but the most marked difference is, however, not in the number of subjects taught, but rather in their method of treatment. Early in 1873 I think I am correct in saying not a single student in the Presidency College was doing any practical work in any Science subject. In 1905 by far the greater number of students taking up Science subjects in the Presidency College are compelled to work practically at the facts of Science with their own hands, even though such practical work is not absolutely required by the Regulations of our University. I can speak with authority I think, about the amount of practical work done in the Presidency College in 1873; for the first practical student in Chemistry in the Presidency College came under my immediate personal care in the second-half of 1873 or early in 1874.

The staff of Professors, Lecturers and Demonstrators stood at 15 only in 1873 and consisted of 11 European members and 4 Indian gentlemen. In 1905 the staff had increased to 35 Professors, Lecturers and Demonstrators, together with 14 Assistants mainly in the Science Section in connection with the practical work, or 49 in all, but of these 11 only are Europeans, and even of these 11 some are usually away on leave or deputation. Omitting the Laboratory Assistants, it will be seen that while the number of

Indian Lecturers has increased to six times that in 1873, the number of European Professors is stationary or even tends rather to decrease, and we have now for more than twice the number of students in the College as a whole and about four or five times as many students taking higher courses of instruction than we had in 1873, only the same number of Europeans on the staff. Speaking of the staff as a whole we had one Professor for every 25 students in 1873, and in 1905 one for every 23 students or taking only the European staff which is usually carrying on the highest branches of work, in 1873 we had one European Professor for every 30 students, and now we have one European professor for about 73 students.

I think it is clear from these facts that the Presidency College is doing infinitely more varied, more important and higher work than it did 30 years ago, and that its influence is much greater than formerly, specially in the higher branches of study. Also that the work of that College is more complex and difficult than formerly, but that the strength of the staff has not kept pace with the demands on it and finally that to make the College capable of carrying on as good and thorough work as it has formerly done, its staff must be largely strengthened and increased. This last statement, I am afraid, is also true of all Government Colléges in Bengal.

The two factors of University work previously mentioned deal with the unavoidable development and multiplication of the courses of study in connexion with the University. The third and equally important factor in the history of our University is the enormous increase in the number of students reading for its various courses of study and this has proved an equally difficult matter to deal with. This factor is also unavoidable but it is from some aspects the most satisfactory feature in the work of our University, as it shows there is a great demand for higher education.

Thus in the period dealt with the number of schools sending up candidates to our Matriculation Examination increased from 265 to 778, or to three times the number. The number of colleges has increased from 52 to 81, and while in such colleges in 1873 there were 278 Professors and Lecturers, there were in 1905, 717 lecturers or again nearly three times the number. Further if we take the number of students who have come up for our examinations we find they have increased four-fold (i.e., from 3737 up to 14,492) during the same interval.

In this connexion I should like to ask, Has the University in any way troubled itself to secure that this expansion has been accompanied by the provision of three or four times the number of equally well-trained and experienced Professors and teachers? Has the University ascertained that the new schools and colleges are equal in quality to those of older and more mature growth?

I think the answer is clear—the University has made no such effort and taken no such precaution to prevent a lowering of the standard, due to a lower quality among its teachers and a lower standard of work.

We have only to ask the question—Do we find three or four times as many well-trained or well-paid teachers at work in our colleges and schools as we did thirty years ago, for it to be at once answered in the negative. The answer must be in the negative, for there are very few places where teachers can be trained in Bengal.

Do we get three times as many Professors or teachers for our Colleges, trained in all the modern developments of Western learning and acquainted with all the most recent discoveries in Science as we did 30 years ago? Here again the answer is No.

As we are supposed to be developing education on Western lines and up to Western standards, is it not essential we should have three times as many professors in our College with European habits of thought and training as we had thirty years ago?

Indeed, if we only take the case of Government which in its Colleges ought to take the lead in such matters, we shall find that a reverse action has been going up, and that while in 1873 in Bengal the number of European Professors or Indian Professors with European training in Government Colleges was 31, in 1905 the number had fallen to 27, while the number of Indian or Indian-trained Professors had increased from 19 up to 50.

This is only an isolated case and the general fact remains incontestably true that we have not provided increased teaching power with Western training for the increased number of our students in Colleges, whether they are Government, Missionary, or Indian Colleges.

We have been preaching progress and the urgent necessity of raising standards and making our institutions comparable with those in Europe and even with those in Japan; and in reality our actions have made any such solid progress impossible or at all events exceedingly difficult. If we wish to keep up the standard of work which existed 30 years ago, we must have many more professors with European

training and also many more men of the highest type of Indian trained professors. I say nothing against the quality of the gentlemen who are working now, but all I say is we want at least three times as many of them as we have at the present time and with the highest possible training from a Western point of view.

Again there is another aspect of University work as carried on in Bengal which may be alluded to. In University work in European countries and in England where the number of students under instruction in Colleges is compared with the number of Professors and Lecturers in various subjects engaged in teaching them, it will be found I believe to be about 10 students to each Professor. In the case of American Technical Colleges the number of Professors is even larger than this, and frequently the ratio works out to one Professor to seven or eight students. As concrete instances, I may mention at the Michigan University we find one Professor for every six students and at the Toronto University we find one Professor also for every six students.

Now turning to the case of India I find in the Arts sections of certain colleges affiliated to the Calcutta University, for every one Professor there are such numbers of students as 53 or 46, and other similar numbers, or from five to nine times as many students as in other countries. Comment is needless.

Can it for a moment be maintained that an Indian student only requires one-fifth of the amount of attention, help and instruction that is considered to be necessary for an English or American University student?

I am afraid if we examine this aspect of the case we cannot acquit the Calcutta University under its old constitution of having been content to make its rules and regulations which may look well or even more or less perfect on paper, but without having insisted on such rules and regulations being carried into actual practical effect, and without seeing that the standard of study and training of former years was being worked up to, let alone that it was being gradually raised as should have been the case. This has been due so far as I can see to the fact that we have hitherto been a purely examining body and that the University has hitherto exercised no effective control over the institutions working under it.

This want of practicalness in the former work of the Calcutta University under its old constitution I have always ascribed to three causes. First, to the fact that up till very lately by far the greater part of those responsible for governing the Uni-

versity consisted of gentlemen not in touch with practical educational work. Again in the case of even those Senators who have been employed in practical educational work, only a small portion of them have been trained in Europe, and only a few have ever seen the practical working of a Western University or of Western colleges or know really their standards. So that the standard which many Senators must have had before them in their discussions in the University is not the standard of Western arrangements for imparting University education, but the standard they themselves may have seen perhaps in their own education in some small Bengal mofussil college.

A second cause, which is an almost equally potent one, has been the desire of the University to frame its courses in such a way that all Collegiate Institutions under it shall be on the same platform, and that even small colleges, manned by only a very few and frequently underpaid Indian professors, and situated far away in the mofussil, away from all conveniences, should be able to carry on almost any course of teaching, framed by the University.

The third cause is to a certain extent of the same nature as the second, and is one with which we cannot help having a large amount of sympathy, but which on the other hand is absolutely detrimental to anything like really efficient work in High Education. I allude to the desire which has actually become to a large extent an accomplished fact in Calcutta of making University Education so cheap that it can be availed of by the children of even the poorest parents. And when I say that the average annual cost of education in all our Bengal colleges of a student in reading the Arts courses is only about Rs. 125—or about £8—it will be seen how cheap it has been made. I also quote from my own annual report the cost of education of each student in three principal first-grade colleges in Bengal managed by Indian gentlemen. The figures are twenty-seven rupees (Rs. 27) twenty-nine rupees (Rs. 29) and thirty-two rupees (Rs. 32) or say, roughly, the cost of such education was two pounds sterling per student for the year 1904-05. We need scarcely compare this cost with that of an English student attending Oxford or Cambridge. I would ask, is it to be expected that an efficient University Education for a degree can be provided for such an amount? How can really efficient University Education be given for £8 a year and much less for £2 a year?

How can for instance science be taught with laboratories, together with appliances for lectures and for the use of students for £2 or even £8 per head per annum?

I should now wish to show how these three factors have, according to my view, very largely retarded the progress of University Education in Bengal during the 3 years I have been a Fellow of this University.

I could really illustrate this fact from the examination of almost any branch of our University work; but it will be well perhaps for me to take the branches with which I have been most intimately connected, namely, that of Science, a subject which has been my life's work in India.

From the earliest period in the history of this University, Science has been recognized as a subject of study, for we have had Medical and Engineering Degrees; but the manner to which Science has been treated as a branch of general education has been in my opinion for the most part very unsatisfactory.

Thus in the earliest courses arranged for the B.A. Degree, some 6 or 7 science subjects were first put down for study, all of which had to be taken up, and the natural result was with so many and such varied subjects, nothing but the merest smattering of each could be expected.

The number of sciences to be studied was afterwards diminished, but thoroughness was still not required. Even 30 years ago, the beginning of the period to which I have been more pointedly referring, in the Arts courses we expected our F.A. students only to have a very elementary theoretical knowledge of the Chemistry of the metalloids. This was practically not studying science at all; for this represents only a small fractional part of only one science.

For the Science Course of the B. A. Degree in 1873 a student had to know Chemistry, Physical Geography and one other science such as Physics or Geology or Physiology, in addition to studying English and Mathematics. This, it will be seen, represented on the other hand rather a wide field of study. These science subjects were however taught and examined on entirely theoretical, and many students went out from the University with a supposed knowledge of science by having taken a degree in it, without having seen an experiment of any kind, and certainly without having made an experiment on their own account, also without handling any of the apparatus in connexion with the science studied, and hence without making themselves practically and experimentally acquainted in any way with the facts of Nature.

It is an axiom that science, learned merely from books or crammed from a key, is of absolutely no practical value whatever, while science learned experimentally, and if possible, by the most artistic method, is a most valuable training and perhaps

the perfect form of education yet discovered. Yet the absence of any form of regulation requiring scientific knowledge to be practically taught, acquired and studied, remained as a blot on our University regulations up till the early eighties, when a very small amount of practical work was introduced into the courses for the Science M. A. Degree, and a practical examination was first held in 1885. This practical work was still so small in amount as to be less than a Board schoolboy in England has to go through in his ordinary school days.

About the year 1884 a revision of courses of study for the Arts degrees was carried out, and a serious attempt was made to ensure a practical knowledge of science in those who took it up as a subject of study. A syllabus for a new B. Sc. Degree was framed by experts; but in the discussion of the scheme in the Senate and mainly influenced and altered by what may be called the lay members of it, or those not engaged in teaching, the practical scientific part of the courses was so largely whittled down that eventually no science at all was left in the course, and finally a Resolution had to be passed, abolishing the newly-passed B. Sc. Degree on the ground that a student might pass it without any real knowledge of Science.

This fiasco was, in my personal recollection of the discussion, practically due to the first of the three causes I have mentioned above, namely, to the presence of a majority of Senators, quite unacquainted with the requirements of practical courses and teaching in Science.

A proposal was then put forward that every B. A. taking up science should go through a practical course of instruction and for such students to be examined practically before taking their degree. I remember also the discussions which took place on this subject, mainly I think, in Committee; and the arguments used against the proposal were first, that all Colleges could not teach science practically, and therefore the practical course proposed was not suitable. This argument was allowed to have great weight; but when examined, it will be seen to mean that Colleges should be allowed to teach Science as a book or theoretical subject only, i. e., as a cram subject. A second argument used was that if practical work and examination were insisted on, it would mean increased cost to the Colleges, or in other words, because a proposed really sound course of instruction is costly it could not be allowed, and so a cheap and unsatisfactory course had to be introduced in its place.

Hence this proposal was also lost and all that could be carried was that if a student wished to take Honours in Science then only he would have to obtain a practical knowledge of perhaps one of the sciences selected, and in this small portion only he would be practically examined.

This statement may be taken as an example of many similar discussions under the old constitution of our University. The advocates of Science would plead for the urgent necessity of a thorough practical study of science, if it is to be of any value at all, and a larger body of opinion (or at all events, a larger number of votes) in the University would insist on the desirability of every college being able to teach every branch of learning, including science, laid down by the University, and would also oppose every proposal which would mean increased cost in education.

We have had similar difficulties in introducing the existing B. Sc., and D. Sc., examinations and degrees; and I may mention merely that to pass the B. Sc. and D. Sc. regulations it took no less than eight (8) years of discussion before the University would accept these proposals. I will admit however that when passed these Regulations were a satisfactory advance on anything that we had had previously.

I need not labour the point, but I think the history of the introduction of practical science into our courses of study and still more into our University examinations will fully bear out what I have said, that two of the main causes of our want of thoroughness in our previous work, and also our want of progress, have been the mistaken idea that every small mofussil college was to be allowed, or even expected to teach any and every University course, and second, that a proposed course of study should not involve any considerably increased cost to the College adopting it. If a newly-proposed course opposed either of these principles it had formerly a bad chance of running the gauntlet of adverse criticism in the Senate.

It will be asked,—will these causes continue to exist under the new conditions of our University Act? The answer is that now our Senate contains a much larger proportion of gentlemen, practically engaged in the work of high education than as formerly the case. In the case of the 'second factor' it is seen that the new Act lays it down that every college is not to teach every course, but only a limited number of courses of study for which the college is properly and truly equipped, and these courses will be decided by the University itself and not by the colleges. In the case of the third factor also, it will be seen that as colleges will

only teach certain prescribed courses and not many annual courses as hitherto, the cost for University education should on the whole be materially reduced in many individual smaller colleges; for it will be open for a college to apply for affiliation only in comparatively cheap and inexpensive courses of instruction. On the other hand if a college wishes to teach the more expensive scientific courses of instruction up to the highest possible standards it can do so. In the case of the Science courses it may be admitted that in the future with greater thoroughness of work and with the more practical study which must be required, the cost of education in such scientific courses will be necessarily increased but as I have pointed out no comparatively poor college will in any way be forced to teach such expensive courses of instruction.

I have expressed my belief that one of the main defects in the kind of instruction the University has hitherto been insisting on or rather testing by examination can be summed up in the statement that there has been a want of thoroughness or practicalness in our educational methods. This has been clearly exemplified by the tendency of the University only to insist on theoretical rather than practical work in such subjects as Science. I have also said that to a considerable extent the factors which induced this state of things appeared to be passing away.

It therefore remains for me to justify the latter statement by reference to the work which has been going on in the University during the past year in the matter of framing new Regulations.

I think I can assert without the slightest fear of contradiction that the courses of study which have been framed by the numerous Sub-Committees of the Senate, and which have been produced at the expense of an enormous amount of labour, much thought and very deep and prolonged discussion, are far more thorough and far more practical in nature than those which now exist, and that they aim at requiring a student to have real rather than a book knowledge of his subject.

These Regulations have also been made so elastic, and they embrace so large a field, and so many options are given to a student, that it is almost impossible to conceive that any one will be unable to find a course of instruction suited to his own particular wishes, though of course there are many so-called students in every country who would find an absence of hard-work and thoroughness to be the most suitable course of study for them.

I may again perhaps illustrate the fact that our new courses are more practical and more thorough than the old by taking up the Science Regulations

as framed by the Committee dealing with the Science Degrees.

In these it is provided that Science may even be taken up by candidates at the Matriculation stages, but it is also provided that no schools can send up a student in Science unless it satisfies the University, as the result of an expert inspection, that the school can teach and is teaching that science properly and efficiently.

The Regulations for our Intermediate or F. A. Examination are so framed that if a student wishes to take up Science as a part of his study, it must be again certified as the result of an expert inspection that the College sending up the student has all the necessary appliances and staff for teaching its students practically, and that the individual student sent up for examination has actually satisfactorily performed the practical course of work as laid down for him by the University.

Above the Intermediate stage all students taking up Science have to be thoroughly examined in practical work by the University Examiners, and when the standard of the M. Sc. Examination is reached, the student will not only be tested thoroughly in his practical knowledge at the time of his examination but also the whole of his practical work during the time of preparation for his examination at his college will be considered by the Examiner, and credit given for such work. In one examination for the M. Sc. Degree, indeed, if any student can produce any small piece of practical original work, he will be excused from a part of the theoretical examination ordinarily required from such a student.

Finally for the D. Sc. Examination, the test for admission will be the production of a piece of practical original work and the success of the candidate will depend entirely on the quality of such original work. This is a most satisfactory test.

Comparing the proposed new Regulations in Science with those now existing, as a scientist myself, and as a firm believer in the advantage of practical scientific study in the advance of a country, I can safely assert we are proposing to make a most satisfactory advance in our courses in Science, and if such regulations are carried, I shall be content to retire from my life's work in India with the hope that there is a good future for scientific study in the Calcutta University.

I have, however, said that these are the proposed new Regulations and not the accepted

ones, and on this aspect I should like to say a few words.

Rather more than a year ago numerous committees of the Senate were formed which were believed to be as thoroughly representative and as truly expert in knowledge as it was possible to find among its members. Each committee took its own section of work in which it had expert knowledge, one dealing with Arts, one with Science, one with Law, one with Medicine, and so on.

These committees have been working with a devotion for which I have reason to believe there has scarcely been a parallel in the history of the University. One committee for instance has sat once a week and sometimes more frequently than this for more than a year excluding of course vacation time. The work of these committees has been vigorously pushed on with a result that certain sets of rules and syllabuses have been formed and practically a complete set of Regulations is now ready.

I have as Vice-Chancellor to tender to the numerous members of the various committees my warmest thanks first as representing the University itself and secondly as an individual for their unwearied labours for the advance of University Education.

These gentlemen have exhibited a self sacrificing devotion to work and an expert knowledge of education which deserve the warmest praise and should meet with the fullest recognition from all interested in education. As must happen in all such cases when working with small and large committees a certain amount of time has sometimes been spent rather unprofitably, but on the whole the work has been carried on satisfactorily with every desire to do good and thorough work.

After very long discussions, sometimes extending a couple of days or more on a single point, many questions could only be decided on in the form of compromise between the views of ardent reformers on the one hand and of those content with lower ideals on the other. Such compromises though unavoidable in the practical carrying out of the work, please neither of the opposing parties, though on the other hand they are usually found to be workable in practice and frequently yield much better results than might be expected. But in the case I am dealing with, though an agreement had been arrived at in our own committees constituted so as to be representative of all parties and views, the work of these committees has in all cases to run the gauntlet of one or sometimes two bodies each in turn larger

than the large committees which have been sitting.

The experience so far is that what has happened in the initial or committee stage may happen in the second stage, and again in the third and final stage. Facts and minute details in connection with abstruse subject which can only be properly judged of by experts are some times made the question of a kind of party discussion, are not judged on their intrinsic merits and are criticised by those who are certainly not experts in such subjects.

Such conditions make progress and reform so slow and so greatly delayed, that it is no wonder those who are ardent for reform become impatient.

I am afraid time will not allow me to contrast the nature of the work and the general condition of our college students during the thirty years I have known them, in the way I have examined the changes in our University work. I should however like to say just a few words in this connexion.

I am convinced that a large number of our students are at the present time working to a very much higher standard of learning than was the case thirty years ago. In most cases, too, this knowledge has been much more thoroughly acquired and assimilated. On the other hand this leaven of good students with really excellent acquirements and with great devotion to work is mixed up with a larger mass of students, whose acquirements are, unsatisfactory, and whose methods of study are the reverse of thorough. In the process of lecturing and teaching and in practical work, this larger mass acts as a very serious drag on the good students with the result, that the exceptionally good students do not reach the high point their ability would entitle them to, while the average good students are so much handicapped in their work by the presence and influence of the inferior students that many of them fail to pass their examinations, when if they had had a better chance and had had more individual attention from their professors, they would have been certain to pass.

I am sure every principal and professor of a college will bear me out in this fact, and I must request each such individual to ask himself, is it right or is it fair to good average students to have in a class a large proportion of students who are quite unfit to go through a University course. I would also ask, is it right to have an exceedingly large number of pupils of any kind in a single class where they cannot get any

individual attention. To get real improvement in our University results we must see that the students we are teaching are such that they will respond to our efforts. We also must see that the number of our teachers is sufficient for the number of students to be taught.

The present Entrance Examination with its low standard has certainly not given us students in our college classes, all of whom or even half of whom are really fit to go through a good University course. Further to put one professor in charge of a class of 100, 150 or 200 students and to ask the professor to supervise the work of all such students is to set him an impossible task.

I am convinced that the Bengalee student with proper courses and proper attention and with a sufficiently strong instructive staff will give us as many graduates of the highest possible type as we can possibly wish for. There will be no lack in numbers. I can also see personally a very distinct raising of the standard of intellectual acquirement and character during the time I have worked in India, and as time goes on I am sure the standard of education will continue to rise.

On the other hand I am sorry to say I cannot see any improvement with respect to discipline but rather the reverse, and I certainly do not consider the general discipline of our students anything like as good as it was 30 years ago.

I would appeal to every student of the University to imitate the Indian students of former times when the relation of a student to his guru was that of a son to his father and when implicit obedience to authority was one of the cardinal virtues. If a young man has disciplined himself sufficiently to become a self-respecting, law-abiding unit, obedient to every wish or command of lawful authority in the way of parents, professors or teachers and also to all persons older and more experienced than himself, he is at once a credit to his college and to the University to which he belongs. Such a student will be sure to be successful in his work generally, and when he passes into the actual struggle of life the same qualities which made him a good student will also make him a good teacher or a good merchant or a good master in his own household. Discipline is an essential part of good education and it cannot be divorced from it.

I have little more to say though I cannot sit down without a few words of farewell. For thirty years I have been very intimately connected with the working of this University, and for

more than this period I have been still more intimately connected with its students. I have also as you know had much to do for many years with the education given in Bengal outside this University from the primary stage upwards. I know I am accused of having made too many changes in the general system of education and in the methods of working it. It is said that many of these changes are revolutionary and it may be true that such changes have been effected in almost every branch of education. If these are faults I admit them freely.

I have also made numerous Indian friends, many of whom belong to this University while still many more are outside it and whose friendship I shall hope to carry with me in my retirement to the old country. I hope that every such friend and every one of the thousands of students who have come in personal contact with me and every one in Bengal interested in education, will believe that my sole aim, object and wish has been to help good sound education and discipline in Bengal, and to help every one from the highest to the lowest so far as has been in my power to become a better educated man, and a man better fitted to raise himself and his neighbours than had been possible under older arrangements and older systems.

Time alone can show whether this wish and intention will be realized.

To make any system of education a success, it however requires the co-operation of all who are in any way in touch with the work. It requires that students, teachers and professors should all unite in striving to attain the highest ideal in education. It requires that those in authority who are arranging the various courses of study shall be in full sympathy with the highest ideals of educational work and shall arrange the courses of study so as to provide Bengal with men who are capable of raising the standard of its people in every branch of knowledge and work and of developing the resources of the country and making it happy, prosperous and progressive.

I appeal to all from Senator to student to take this as their ideal, and if such is done I am sure the future of the Calcutta University will be a bright one, and that it will in time take its place as one of the leading Universities in the eastern hemisphere.

In conclusion I would say I can only fervently hope that in my retirement I shall see the abundant fulfilment of this ideal.

THE MADRAS UNIVERSITY
CONVOCATION.

The following is the full-text of the speech made by M.R.Ry. Rao Bahadur C. Nagoji Rao Avergal, at the Madras Convocation, on the 30th March 1906.

Having been desired by His Excellency the Chancellor to deliver the usual address on this occasion, my first duty is to congratulate you on the distinction you have attained and to welcome you to the ranks of the graduates of this University to which I have the honour to belong. It is a source of peculiar pleasure to me that among those whom it is my privilege to congratulate this evening are included two Brahmin ladies, the first of their class to have received a collegiate education and to have passed the B.A. Examination of this University. I say this is a source of peculiar pleasure because the intelligent Brahmin community which has profited most by English education has not hitherto been as earnest in the matter of the education of its girls as in that of its boys. I hope and trust that this is the beginning of a movement which in course of time will result in the general enlightenment and elevation of our women and through it in the progress of Indian society as a whole. Until both the men and women in a community come to think and feel alike, and until they cease to pull in different directions, no progress will be possible.

It is usual on occasions like this to warn you against thinking that your education accomplished and against resting satisfied with what you have achieved. This kind of warning is a commonplace. It has been necessary in the earlier form of compromise education, when the reformers on the one hand were themselves with those with lower ideals on the other and anything like the trainees though unavoidable and were consequently out of the work, please highly of themselves. ing parties, though on the other hand, you will compare usually found to be worse than those who have had no education. But in the case of the large body of students, though an agreement had been made, who in addition to their own committees constituted so many education committees as active of all parties and views, have subsequently committees has in all cases their knowledge and of one or sometimes two bodies your superiors now.

It appears rather necessary to put heart into you, and to warn you against unduly depreciating yourselves, because others may do so. It is not unusual to hear people speak as if the graduates of former days were intellectual giants and those of the present day were pigmies compared with them. This is far from being true. What is true is that owing to increasing competition you have to be content with lower salaries as officials or teachers or with lower incomes as professional men, and though, in this world in which respect is sometimes proportioned to a man's income, you may not be respected as your predecessors were, it does not follow that you are less intellectual or less high-souled than they. Some of you may have to struggle with poverty and other difficulties to an extent that your predecessors had not to do, but your education, if it is worth anything, should enable you to triumph over these difficulties. All right-minded men will sympathize with you in your struggles and rejoice in your success.

It is my duty on this occasion to exhort you to conduct yourselves suitably unto the position to which you have attained as graduates of this University. It is not possible, nor is it necessary that I should enumerate all your duties and say how you should discharge each of them. I shall invite your attention to only a few of them. Your first duty is to your employer, whether your employer is the State or a public body or a private individual. Do the work expected of you to the best of your power, giving full value or even more than full value for the remuneration you may receive. For your own sake set your face from the very first against perfunctory or slovenly work. Your next duty is to your family—to your little brothers and sisters and to your children when you come to have them. Feed them, keep them in good health and educate and train them up so as to enable them to earn an honourable living when they become men and women, these you will do without any exhortation from me, I only ask you to remember in this connection that it is a man's sacred duty not to marry his children unless he is satisfied that they are or will soon be in a position to maintain their families or unless he is rich

enough to provide for their wants. You know like myself that at present the notion in India is just the other way. Most parents think it their duty to see their children, both boys and girls, married as soon as possible and they often sell their all and even beg to accomplish this object. Here is a practice which you can and ought to fight against. When a labourer marries and brings forth children, he is adding to the working, that is, the wealth-producing population; whereas when a man who will not labour with his hands does so, he is possibly adding to the drones of society. Another notion which you know is common in the communities from which you come, though it is not so strong now as it used to be, is that certain kinds of work alone are honourable and that it is not dishonourable for men, when what is considered honourable work cannot be had, to be dependants on their relatives who happen to be comparatively well off. By precept and by example impress on all around you that work is always honourable, and that what is regarded as the meanest kind of work is infinitely more honourable than dependence on others. After discharging your duties to your employers and to your families, you should have some spare time, some spare energy and probably some spare money also, and these it will be your duty to devote to the public weal. When you reflect how much of the blessings and comfort you enjoy is due to the labours of generations who have lived and worked and died in the past and to the labours of millions who are toiling and working now, you will realize that the most you can do for others would be but a poor requital for the benefits that others have conferred on you. Believe me when I say that your happiness in life will depend not on what you have but on the way you discharge your various duties and the good you do to others.

There is only one other duty to which I will draw your special attention to-day, a duty which has always been regarded as being peculiarly binding on the recipients of a liberal education, provided by an enlightened Government; it is the duty of spreading knowledge among the masses of our countrymen whom the benefits of an English education cannot reach. I say your duty as educated men and women, and I am glad I am in a position to say women

also, is to see, as far as it lies in your power, that the best kind of education is imparted in all grades of institutions from the Primary school up to the college, and that the education given in them gradually spreads through the entire community and infuses new life into it. You know that just now there is a widespread feeling that education here has been a partial failure and that the results obtained are not altogether satisfactory. There is some truth in this. No institution devised by the brain of man is perfect—and in a country situated as ours is, mistakes are inevitable sometimes, because the initiative in all departments of public life rests and must rest for a long time to come with a strong and superior race. Their intentions are noble, but they do not always understand aright the real wishes or needs of the people who are so different from them. No one is more conscious of this than the rulers themselves and the practice with them has been to welcome honest criticism from the leaders of the people and to associate these leaders with themselves in an ever-increasing degree in the administration of the country. The burden is a heavy one and those that bear it are not likely to despise help which may come from the people themselves. It is an undeniable and most regrettable fact that the feelings between the rulers and the ruled are not so cordial now as they used to be even twenty years ago. I am blaming no side, but I only mention it as a regrettable thing, likely to do more harm than good to all parties, and I earnestly pray that you and the other thinking members of our community will never say or do anything which will add to this feeling of antagonism but will do all in your power to promote good feeling and mutual regard. In the great work which lies before us, the regeneration of this vast country, what is wanted among all the workers is union, sympathy and co-operation. To come back to the point from which I digressed, there is some truth in the statement that in some respects our education has not been a complete success. It will be the duty and privilege of men like you to help the officers of Government, the great mission bodies and the indigenous agencies engaged in the noble work of education in their efforts to remedy the defects in the present system and to place existing schools and colleges on a thoroughly

efficient footing, to extend their number, to bring more and more boys and girls of every class and caste under their influence and in other ways also to help in the dissemination of knowledge as for instance through the publication of books and pamphlets in the vernaculars, through popular lectures and through the establishment of suitable public libraries.

This University has been in existence for nearly half a century and we may pause and consider what work it has accomplished. The total number of graduates is about 8,000 now, and we may reasonably assume that another 16,000 have passed through some or all of our college classes, though they have failed to graduate. Thus about 24,000 persons have passed through our colleges since the founding of the University. For every one of these at least five should have passed through the higher classes of our schools giving a total of over 120,000 as the number who have come under University influence; I have added the numbers who have passed through the highest classes of schools, for secondary education has been hitherto and will for a long time yet continue to be regulated and controlled practically by the University through its Matriculation Examination. I have put down the number that has come under the influence of the University at about 120,000. This is probably a low estimate. Numerically considered therefore the result may be considered highly satisfactory. There is however a feeling in some quarters that this higher education is being overdone and that the number of educated men is already in excess of the needs of the country. This requires examination. The object of all education is to impart some knowledge, and in doing so to train the intellect in such a way that it can acquire new knowledge when needed and to form the character. Now knowledge, a disciplined intellect and character are all good things and the number of men possessing these can never be too large. All the 120,000 men who have passed through our schools and colleges have perhaps not acquired extensive knowledge, the intellects of all of them have perhaps not been trained as well as they might have been, and their characters not perhaps influenced for good to the extent that might have been desired; but even the slight knowledge they have acquired, the little training that

their intellects have received and the slight extent to which their characters have been influenced for good can only have resulted in some benefit to the community. In one sense therefore the number of educated persons in a community can never be too large. Whence then is this feeling that too many are being educated and who are they that feel so? If by the needs of the country, is meant the number of appointments or places open to educated people and if by educated people we mean only those educated people who are seekers after such appointments, the number of the latter is perhaps in excess of the former and some at least who have sought and who are seeking education in the hope they will thereby secure appointments in the public service or elsewhere are doomed to disappointment; for though the number of appointments must, under a progressive Government like the one we have the good fortune to possess, go on increasing year by year, the number of aspirants for office may increase much faster. But everywhere the competitors are far in excess of the prizes competed for, and nobody would think of limiting the competitors on this account. Everywhere again competition is supposed to do good to the competitors, whether they win or lose. Why should it not be so, in this case of offices and office-seekers? With whatever motive education is sought, it cannot fail to improve men to some extent, and if educated persons fail to secure work of a particular kind, they will naturally turn their attention to other kinds of work which may offer an opening to them. This is actually taking place to some extent now. Educated men are already beginning to feel that they can benefit themselves and the community by developing the agriculture, the industries and commerce of the country. As to the question who has this feeling, the feeling that education is being overdone, I suspect it exists among these very competitors for office. They perhaps feel that if there were fewer of them their own chances of success would be better. This cry therefore that there are already too many graduates too many educated men, is an interested cry, and there is no ground whatever for the well-wishers of the country to be alarmed at the rapid growth of higher education; on the other hand there is every reason for them to rejoice.

Taking into consideration the quality of the work done we may examine it under various heads: (1) the moral character of our educated men; (2) their intellectual attainments; (3) and their influence on society.

As regards moral character, the effect has been most marked, the study of a noble literature and the influence of good teachers and professors have given us a body of thoroughly honourable men. Whatever our graduates may be lacking in, they are, as a class, men of character, and but for their Government would not have been able to secure the present purity in the public service.

Considering next the intellectual attainments and the intellectual culture of our graduates, the results though not altogether disappointing are, it must be admitted, less satisfactory than they might have been. It is here that our education has been a partial failure. The chief reason for this in my opinion is that we have to labour under the disadvantage of mastering a difficult foreign language like English and of learning most things through it: and what is worse is, that English is made the medium of instruction and boys are required to think and speak and write in that language at too early a stage in our schools. This has a doubly injurious effect. For one thing, strange as it may sound, it checks and retards the learning of English itself as a language. A little reflection would however show that this is a necessary consequence of trying to make boys express their ideas in a language which they have but imperfectly learnt. They are compelled to use wrong words, wrong idioms and wrong grammar—words, idioms and grammar which are perhaps appropriate in their own vernacular but which are not necessarily the most appropriate words and constructions in English. Those who are familiar with the vernacular languages and who at the same time, as teachers or examiners, are familiar with the English of our boys and students, know that much of the faulty English that they write is due to the reason mentioned above, viz., mixing up the grammar and idiom of one language with those of another. What is an excellent idiom in a vernacular sounds ludicrous in English words, and for the same reason what sounds perfectly natural to an Englishman sounds

ridiculous, when literally translated into a vernacular language. The mistakes in English rendered inevitable when it is made too early the medium of instruction and of thought, stick to some lads, and they are never able to get over them afterwards. Mistakes implanted early in the mind are difficult to eradicate afterwards. This irrational practice has another equally injurious effect and that is the boys' knowledge of the vernaculars also suffers; while they try to do their thinking in English which they do badly, they for that very reason cease to some extent to think in their vernacular, with the result that at the end of their school or college course a large number of them are found unable to express themselves in clear and correct English and much more so to express themselves fluently and correctly in their own vernaculars. What is even a more deplorable result is that the thinking itself often becomes vague and inaccurate. The connection between language and thought is so intimate, they act and react on one another to such an extent that loose thinking generally results in loose language and vague and inaccurate language produces vague and inaccurate thought. There are other causes for the unsatisfactory character of the intellectual results of our present education; but this is in my opinion the chief. I am anxious not to be misunderstood. I do not mean that English should not be studied as a language even in the lowest classes of our schools. The earlier English is learnt as a spoken language the better would it be learnt. And I do not mean that English should nowhere be the medium of instruction. Rich as the literatures of our classical languages and of some of our vernaculars, notably Tamil, are in the departments of poetry, philosophy, and religion, they are, compared with the literatures of the most advanced nations of the present day, extremely deficient in other departments, such as history, science, and art. If India is to be at all abreast of the most advanced nations of the earth, its foremost sons should have access to the knowledge which those advanced nations possess and the only key that can unlock that knowledge to us is a knowledge of one of the modern languages of Europe. The careful study of English by the best of our men is therefore es-

essential and it should for this reason be a compulsory study in our high schools and colleges. But as English can never become the language of the people and as the masses must remain ignorant of it, it is absolutely necessary that, if a knowledge of science is to permeate all ranks of society, the knowledge acquired by the most advanced students through English should be clothed in the vernaculars and be made available to those who can not or will not learn English; our best English scholars should therefore for this reason, if no other, be good oriental scholars also. Again while the vernacular should as far as possible be made the medium of instruction in the lower classes of our schools, English should continue to be such in our colleges and in the higher classes of our schools until we have as good and as extensive a literature in all departments of knowledge in all or some of our vernaculars as we have in European languages, and until we can get eminent teachers and professors who combine in themselves an extensive knowledge of the science which the West has to teach with a mastery of the languages of the country, when and when alone, if at all, the vernaculars can be made the media of the highest instruction in our University.

Another and a potent cause of the inadequate results of our education is this, the training of the intellect which can only be secured through honest and thorough work has not been the chief aim with some but the pressing of examinations, for which as we all know fragmentary and inadequate and unassimilated knowledge is sometimes sufficient.

As regards the influence of the educated classes on our society, it has been, as it was bound to be, beneficial—but the influence has not been so great as one might have expected from the fairly large body of English educated men in the country. It is not that they have been wanting in their efforts to improve society in various directions. Efforts have been and are being made by them to bring about social and religious reform, but these efforts have not met with much success. To an unprejudiced observer of Indian Society, this is not surprising. The very training which English educated people have received has made them think and feel differently to some extent from the best of their countrymen.

The causes which have produced a desire for reform in them have not been operating among the masses, who therefore do not appreciate the reforms which are pressed upon them and for that reason silently but vigorously oppose them. Let our women and the masses come a little under the influence of Western culture and this opposition to reform will disappear. What is wanted then is to make the English educated man more oriental and the rest of the people more western in their feelings and thoughts. How this is to be accomplished and how the existing gulf between the two sections of the community can be bridged over is beginning to engage the attention of the best and most thoughtful of our countrymen.

I have said enough to show that while much has been accomplished, a great deal more will have to be done before we could say that we have a satisfactory system of education, one which satisfies the highest needs of the community.

I am naturally most interested in education, and you also as the brain and heart of the community should know and feel that education is the indispensable basis of all progress, material and moral. This is why I have dwelt at some length on this subject in addressing you this evening and I ask you to do all that lies in your power to help on its progress. Remember that one of the solemn promises you have made on this solemn occasion is that to the utmost of your opportunity and ability you will promote the cause of morality and sound learning. Remember also that you are bound to always conduct yourselves as becomes the alumni of this University to preserve untarnished and to add lustre to its fair name which is in a measure now committed to your care.

OUR ENGLISH LETTER.

CAMBRIDGE, February 1906.

The General Election, and the subsequent difficulties of the Tory party, concern education, in one form or another, from many points of view. It is beginning to be openly said, what was secretly hinted often enough before, that Mr. Chamberlain was not in favour of those clauses of the Act of 1902 that have caused so much trouble. But, indeed, at present there seems to

be a pretty general desire on the part of Churchmen to accept the verdict of the country, and (within decorous limits) to acquiesce in the amendment of the 'Act. So far, Mr. Birrell is naturally reticent; but it is certain that he will meet the Nonconformist demands on the two essential points—public control along with the acceptance of public money, and the absolute excision of all tests for teachers. As to the dread of secularisation, a dread which seems to have haunted Churchmen like a ghost, it is now clearly seen to be a mere bugbear. Mr. Birrell is plainly in favour of simple undenominational religious teaching, with a conscience clause. Already, it is true, the more extreme Churchmen, such as Mr. Cripps and the Bishop of Manchester, are up in arms against a Bill they have not yet seen; but the more moderate men, such as the Archbishop of Canterbury and the Bishop of Chester, are wisely counselling a less militant attitude. One thing is certain, the Bishops will not—and, indeed, after their previous speeches cannot—advise any form of Passive Resistance. Before this letter is in the hands of my readers, it is probable that the main outlines of the Bill will be known.

Other General Elections, like Saul, have slain their thousands; this, like David, has mown down its ten thousands. Among the corpses we regret, on educational grounds, (if political sympathies must be concealed) to see those of Sir John Gorst and Mr. Ernest Gray: both of them men whose advice would be welcome when the new Bill is discussed. Sir William Hart Dyke, who is defeated after forty years' membership, was at one time the occupant of the post recently held by Sir William Anson, and his departure will be universally regretted. In place of Sir Richard Jebb, whose lamented death I spoke of last month, the University of Cambridge has chosen an admirable representative. Professor S. H. Butcher, as he has been a Fellow both of Trinity College, Cambridge and of University College, Oxford, so also he is an Irishman by birth, an Englishman by training, and a Scotchman by length of residence. We might almost add 'a Greek by knowledge'; for as a Greek scholar he is hardly second to the illustrious man he succeeds. He followed Professor Blackie in the chair of Greek at Edinburgh; and, as for his success there, ask any one of his pupils.

Sir Richard Jebb left many other posts vacant. One of these was the Regius Professorship of Greek at Cambridge. For this place there were five candidates, all eminent in their various ways. Each of them had to discuss a portion of

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a Greek author in public, in order that the electors might judge of their abilities—which, by the way, were well-known before. Dr. Verrall is the '*splendid emendax*,' as a classical wit has dubbed him, the most ingenious and original of theorists, the most stimulating of lecturers; but perhaps too daring for a Professor. Dr. Adam is a Platonic scholar of great depth, and a college tutor of great diligence; but he is still young, and, when that disqualification has worn off, may have another chance. Dr. Ridgeway is an archaeologist of enormous learning. Dr. Headlam is almost as brilliant as Dr. Verrall, and younger. Dr. Henry Jackson is the most genial of hosts, the best-read of philosophers, and the least voluminous of authors. He has written hardly anything, his best-known work being a tiny tome on a single book of Aristotle's Ethics. Perhaps it was to induce him to write more that the electors chose him. No honour could be more richly deserved. At the same time the electors must have wished they could choose all the five.

The death of Dr. E. H. Perowne, Master of Corpus College, Cambridge, removes one of the last survivors of an old school. A strong Evangelical, he tried to make his college the home of a particular Church view, and succeeded for a time. He was one of the founders of the Theological Tripos, and examined in it for years.

The life of Almond of Loretto, by Mr. R. J. Mackenzie, late Rector of the Edinburgh Academy, is a book which, if it did not cost twelve and sixpence, we should wish every one to buy. Mr. Mackenzie, a pupil and (therefore) a personal friend of Almond, writes with enthusiasm but not without discrimination of that extraordinary man. Almond might have sat for Mr. John Morley's portrait of President Roosevelt—'a cross between St. George and St. Vitus'—and Mr. Mackenzie does not deny that often the assertions of the St. Vitus side of his personality were too much for some of his assistants. Regarding the holidays as making up for every thing, he used to treat every hour of the day as at the disposal of the school. Hence, if the weather was bad, or if any whim should take him, he would announce that there would be 'no half-holiday this Saturday'—and masters had to cancel all their engagements. He was probably the worst business man even among Head Masters: and when, recognising this, he got one of his assistants to take charge of the organisation of the school, he soon quarrelled with the unhappy reformer, broke all the rules, and brought back chaos. But, in spite

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of these and other eccentricities, he was a great Head. Utterly despising examinations, competition of every kind, and knowledge for the sake of knowledge, he devoted himself to the cultivation of sound souls in sound bodies. The boys and the masters discarded collars, gowns, and hats, and lived in the healthy flannels of athletes. All punishment was corporal, in order that it should take as little time as possible. Work and punishments over, the boys were out in the open air, as often as not with Almond himself as their leader. There was no stand-offishness in his ways with his pupils—no superfluous dignity. 'Head, you're eating too fast,' a small boy would say to him at meals. 'Head, your tie's loose,' a bigger boy would say on a walk. At nights he would often smoke with his prefects; and he once joined with the boys in setting a booby-trap for an assistant master! His boys regarded him as a genial crank; their parents as a less genial maniac. But the influence of his character on the characters of his boys was extraordinary, and almost always for their good. 'He was half crazy, but he saved my boy,' said one parent of him. Boys honest, more straight forward, healthier both in body and mind, than his pupils it was impossible to find in any school in Great Britain. It is a pity that he never had more than a hundred and forty of them at once; for though his method would not succeed with clever boys, yet for the average boy the more Almonds we can provide the better.

An article that will well repay perusal is one by Mr. Herbert Paul in the *Independent Review* for January on the late William Johnson Cory, so long an assistant-master at Eton. Certain injudicious persons had created a prejudice against Cory by claiming for his volume of verses called *Ionica* the praise of lofty poetry. To ordinary eyes *Ionica* looks like mere verse, and not very good verse either. Mr. Paul, in this article, justly dismisses Cory's pretensions to a seat on Parnassus, but in return shows clearly that he was a born teacher, at least of intelligent boys. Mr. Paul was a pupil of Cory's for many years, and knew him thoroughly. It is sufficient praise for any teacher to have guided the early literary adventures of a man like Mr. Paul; to have helped to form his taste in youth, and to have earned such a monument as the article to which we refer. It is a pity that too often the Almonds get Mr. Pauls to teach, and the Corys boys who had far better been Lorettonians. There is room for teachers of both kinds; the difficulty is to bring the right boys into communication with the right men.

Reviews and Notices.

THE PREPARATION OF THE CHILD FOR SCIENCE, BY MRS. M. E. BOOLE. (THE CLARENDON PRESS, OXFORD).

There are controversies in which people cannot help abusing each other. But educational controversies may easily be free from mutual vituperation. A little mutual good-will and help easily kindle the enthusiasm of teachers. The controversy that was recently raging round the Matriculation Science, though it might not have been fruitful of better results, has plainly brought to light the fact that there has been something rotten in the present method of teaching it. What that rotten something is, few seem to have found out. But if we are to judge by what the Department is now encouraging, we may see that it has got on the right scent of that something. The efforts which the Department is now making to better Primary and Secondary education appear to be directed also towards the evolution of a system of scientific education. This is as it should be. If College professors and University examiners expect a certain high standard of knowledge from Matriculates, High School teachers may be pardoned if they expect in their students a proper attitude of mind. How can boys who speak of "the centre of a long table" and who limply and helplessly fling themselves upon their teachers for help in difficulties be prepared for a stiff examination in Science? Science is not a process of passive reception; it is a process of active construction. To teach Science to a child is not simply to load its mind with facts—the individual's self still remaining the same. The Science teacher has to create the scientific mind, but it is not a creation which comes into birth at the fiat of might. We know that to make any piece of experience intelligible we must view it in relation with others and that only as the context grows does the meaning of our experience become revealed. Sound Science-teaching is therefore based upon a genuine accumulation of primary facts by the child and upon its proper intellectual attitude.

Mrs. M. E. Boole in her recently published work offers at considerable length suggestions by which we may induce in children a condition of mind which will fit them for a subsequent study of Science and which will enable the child when it grows old to extend the field of scientific knowledge. She calls upon parents to distinguish clearly between a training, the aim of which is to produce pseudo-scientists,

students likely to be successful under examination, and a training which aims at enabling the student to grasp scientific truth and to undertake scientific research. Success in an examination depends largely upon the accumulation of ready made knowledge; while to the scientific investigator, though such accurate information is important and the habits of order and industry learned at school are useful, these are only second in importance to the scientific habit. Mrs. Boole tells us that the proper attitude of the teacher of the scientific method is totally different from that of the teacher of languages. "Dead languages are fixed for ever, at least as to those parts of the study with which young people are concerned. The dative of such a noun is so and so; this particular word is a dactyl and that a spondee; and the duty of schoolmasters is to see that boys spell and scan the words accordingly." In language teaching "it is eminently desirable to secure that the right impression shall be made from the first; that wrong impressions shall have as little time as possible to deepen themselves. We wish the child's eye and ear to become accustomed from the first to welcome the right and reject the wrong. We do not wish him to gain any habit of tolerating wrong impressions. If the child uses the nominative where he should use the accusative and is not at once corrected, that is so much to the bad for his future progress; if he can be got not to be able to remember a time when he used the word wrongly, that is so much to the good. But in science there are, there can be, no absolutely right impressions; our minds are not big enough to grasp any natural fact as a whole; everything depends upon drawing right conclusions from combinations of impressions, each of which is in itself inadequate and partially misleading; and if the pupil is to be got into scientific methods, that is what he must be trained to do. And in order that he may learn to do it, it is sometimes necessary that each of a succession of wrong impressions should have time to register itself on the brain and become part of its available stock." Thus in the teaching of languages, the opinions of young people should be fixed and no mistake can be tolerated for a moment to the benefit of the pupil. In Science the competent teacher is bound to refrain from correcting each inadequate and partially misleading impression as soon as it is formed and the child should be made to acquire the power of abstracting the truth from a series of partial impressions, each of which bears a certain relation to the truth. To do this properly a real science-teacher will only ask questions to draw

out observations, without making comment. But Mrs. Boole does not mean that blunders ought to be tolerated. "If, indeed, the child were from carelessness, to make what is for him, at his present stage, a blunder, she would immediately lead him by questions to see his error." "But no good teacher interrupts a partial impression until the normal time has come." But she condemns the fact that the child "shall find out everything" for himself and that it shall be told nothing." She says that "no man can find out for himself all he needs to know. How could any individual find out by himself the earth's movement round the sun? What Science does claim is, that no child shall be told anything about the motion of the earth till he has observed many sunrises and sunsets, till a clear sense-impression of the earth standing still and the sun moving has become organic with him." What then is the essence of this scientific method? Mrs. Boole answers: "An individual gets his information about any given class of facts from a variety of sources: his own observation of facts; what he learns on more or less reliable testimony as to what others have observed; theories, some true, some false, which have been held by human beings to account for the facts; and his own thinking about the facts. The essence of scientific method, so far as I at all understand the great men who have formulated it consists in keeping the produce of the three external sources of information apart in the mind, till the lid is shut down, so to speak, on the outer world, and the process of thinking has begun." "Not until he has thought in silence, not till different kinds of knowledge derived from various sources combine to form a mental impression, can true scientific action be said to have taken place." To illustrate this, "suppose a youth gazes at the starry heavens till he has soaked in an impression of their varying aspect, that is instructive; but the instruction is not scientific. . . . Suppose we read up a history of the various theories which have been held as to the causes of phenomena presented by the heavenly bodies, that is in itself a historic or literary treatment of the subject, not a scientific one. But when a child has formed for himself a clear, undisturbed impression of the earth's unmovableness and the apparent motion of the sun, and then has read that astronomers believe the earth goes round and the sun does not go round the earth, if he then puts together in his mind the two apparently conflicting statements—that made by his senses and that made by his book—and lets them combine to create in him an impression which shall embrace both, then the

sacrosanct scientific act has taken place within his mind. He has really done a bit of true Science work." The organisation of a Science college does really correspond in its main features to what is essentially a scientific method of study. "In the laboratory the youth is helped to observe for himself." In private study he reads text-books. In class he attends lectures, usually in different rooms by different professors. "The partial impressions are given to him separately, at different hours. And of course every student worth mentioning takes time occasionally to think." But in the way of introducing this true scientific method in elementary and high schools, there are special difficulties. "First the faculties of a child are easily fatigued and the nature of his work must be constantly varied. We cannot give him an afternoon in the laboratory, a whole hour's lecture on theory, an hour's reading up about facts, a long walk occupied in thinking out a problem. The attitude, the mode of study must vary." "Nor can the child be trusted to think in silence un-helped; the attention of the child wanders and is in need of assistance from the teacher. The teacher has to be constantly on the watch to make the necessary mental silence for him, by recalling his attention from external facts and from irrelevant topics to the special point under consideration. The teacher therefore has, as it were, not only to act the parts of two teachers and a text-book; he must also preserve access for a fourth, that Formless One the inner voice, with which the adult Science-student holds converse when he retires into silence to think out the meaning of apparently conflicting evidence." If he is really to introduce the child to scientific method, if he is to make in his school-room the peculiar mode of sequence on which true science-method depends, he must somehow contrive, single-handed, to keep the four departments of study separate. Now in carrying out his scientific method, the teacher finds no help from an external change of scene; he has to exercise much self-control "in cultivating such inner courtesy of all his various functions to each other that each will keep silence when another is making some partial impression by which the pupil is evidently partially misled." "It is just this peculiar reticence which gives so fine a flavour of high class science to the teaching of very elementary science subjects when the teacher is a very great man." But this reticence may be misunderstood by the teachers' superiors, and Mrs. Boole says that "we know from natural history what a tendency there is among weak, helpless, inefficient creatures to imitate, as a measure of self-protection, the colouring and

outside appearance of the strong and efficient. Parents should remember that this is especially the case among teachers. The efficient and intelligent teacher learns all he can of principles of psychology and general tendencies and then carries them out by methods which, in detail, are his own. It is the ignorant and inefficient teacher who makes a parade of the last up-to-date device or the one which happens to have been mentioned in connection with some recent success in examination or the good report of an inspector."

The scientific habit, thus defined, Mrs. Boole admits, may not make very specially erudite people or specially pious or good citizens, though the habit is not unfavourable to erudition, piety, ethics or good citizenship; but "if the brain is accustomed early to work according to the laws of induction, it acquires the power of storing up and stowing away large quantities of information with comparatively small fatigue or injury to health;" and "the scientific habit, if acquired early, does not lead to weariness or disappointment; it remains fresh from youth to age." Mrs. Boole therefore advises parents: "If you wish to make of your children showy pseudo-scientists, abandon all notion of true scientific method. Engage a smart up to date teacher; who, whenever they say anything that would not bring good marks at an examination, will pounce upon it at once and insist on their saying whatever he thinks would satisfy an examiner. But if you wish them get an insight into the way in which great science is created, give no more time to Science than you can afford to let them spend in the really scientific manner. Do not let them, while very young, prepare for any examination in natural or physical science. Give them a good foundation of training in languages and literature. For Science itself get a teacher who not only loves but reverences the works of the Creator. Leave the lover of nature to teach as he is inspired by the Author of nature. And if you find that he is sometimes inspired to refrain from giving information while the child is trying to observe or from distracting him by the intrusion of ready made theories while he is thinking out a question for himself, be scientific enough yourself to restrain your own impatience; do not rush in where great scientific men would be respectfully silent; make an act of mental homage as you would at the threshold of a temple; for the place into which you are tempted to intrude is the holy ground of science."

To secure for the average child the much desired training in scientific method "it is vain

that we make our children haste to rise early and take rest late and devour many carefully compiled text-books. We must make the children accustomed to take the joy of scientific discovery quietly as they take those other analogous delights: fresh air, exercise, sunshine. If their relations with the Laws of Nature are harmoniously established from the beginning, knowledge will be given to them even while they sleep." Mrs. Boole is aware that existing conditions of society and education will seriously interfere with our attempts. Parents and junior teachers must both possess a knowledge of Science and of scientific method. For "the first thing we must do is to resolve seriously that a good deal of time before the age of ten and of the vacations afterwards, shall be resolutely dedicated to the training of the unconscious mind." "Parents must entirely get rid of the notion that all that time is wasted for their children which is not spent in taking in consciously some special idea which some adult already understands. We must not only discourage the setting of holiday-lessons by masters; we must also check in ourselves the tendency to overflow into being amateur professionals, so to speak, spoiling the future work of the professional teacher by premature and amateurish teaching. I fear we are in some danger of forgetting in the rush of modern education, that conscious mental effort rather interferes with the work of education." "Medical authorities have told us that consciousness resides in but a small portion of the total machinery by means of which we think and learn and that it is dangerous and fertile to over-feed and over-exercise that small portion, while neglecting that larger portion the action of which does not immediately cause consciousness. And indeed, there is much reason to believe that the amount learned by children might be very much increased without the least injury to their health of body or mind and with much less exertion than is now imposed on them and on their teachers if the cultivation of the unconscious and that of the conscious portions of the organism were kept properly balanced and adjusted to each other." "For the present generation, at least, it will be wise of parents to assume that teachers, on the whole, err in the direction of attending too exclusively to the conscious mental action, and that they, the parents, must compensate what is lacking." To direct the action of unconscious cerebration properly, the parents and teachers should study the natural bias of the child's mind, should see some subjects to which they see the child attracted and "one the materials for which are at hand, or can be procured without effort, or

strain, or fuss. The means used for feeding the unconscious brain should be as far as possible dissociated in the child's mind from any notion of doing things for his own instruction. Let a proper selection be made of his tools and toys, his pets and playthings. Let the child amuse himself or better some one else; or let him do something to help some one else. If there is anyone about, a relative or an intimate friend who knows some science subject well and is not a professional teacher—a photographer for instance, a nice friendly carpenter or blacksmith, "let the child spend as much of his spare time as he and the person wish. Lay no stress on any special thing from him. Leave the child to absorb whatever impressions he gathers." "Choose as pets animals to whom you can give some sort of real natural life. Give the child something to do in connection with the animals. If you cannot entrust the feeding or cleaning of the pets to the child you can at least make it his business to give the cow its daily treat of food, the dog its bath or swim. "Let the child make a garden for birds by sowing bird-seed and chickweed in pots, so that he may watch the birds picking green shoots as they grow." "Let the child have such homely plants as thrive without any skilled care and attend to them himself. Let him grow such things as mustard for the family use... The habit of using tools quite experimentally on a variety of material will be useful." "Turn the child loose in the company of some nice person of the artisan class. Make some compensation for any waste of his time in the shape of an informal present at the end of the vacation, not of a weekly wage. The man who is hired to teach at a fixed wage feels bound to teach. Children should sometimes be free to experiment under varied and accidental conditions. Provide abundantly so, opportunities for going wrong and learning by experience, in matters of no consequence. For among all the habits which Science requires us to form none is more important than the habit of learning when there is no man to teach us, of profiting by our own past errors, of rising on the stepping-stones of our mistaken selves to correcter judgments. When a child is tired of failures, he can ask the carpenter how he begins; and that is a useful lesson in modesty. Let the children make mistakes under the protection of some one who will not interfere with them till they ask for guidance, unless some serious mischief is threatening. As a preparation for hydrostatics, let the child dabble in water with hands and feet, in warm water and in cold, in salt water and fresh, as much as is safe from a healthy point of view. Let the baby have things

to float in his bath sticks, shells, toys of wood and china. All these physical experiences pass up to the brain and produce some impression there.... They do not constitute knowledge.... they do form the unconscious material which when he comes to study hydrostatics later on, will make his knowledge living and real, not shadowy." Again "when a child's mind is attracted by any unfamiliar occurrence, especially by any such sound as that of a singing flame or by a moving light on the ceiling, do not unnecessarily distract him. As long as he is interested and happy, leave him alone. Let him acquire the habit of quiet and silent observation." Let the child have a magnet or two, a sling, a top. As a preparation for Arithmetic and Algebra, if you value the child's future clearness in Science, trust no teacher to tell the child anything about G. C. M. or L. C. M. till you have ascertained that he is able to find, easily and accurately, the longest length that will repeat exactly into each of two unequal given lengths, and the shortest length into which each of two given unequal lengths will fit. In writing of the teaching of Geometry she observes that its condition "affords a standing" warning against directing educational care too exclusively to the conscious mind and neglecting to provide food for unconscious mental action." Mrs. Boole asserts that Euclid's book has been misused and that the result of the misuse has been the loss of natural instinct. "If children of twelve are to learn what Euclid wrote for advanced men, children of three should be acquiring the sub-conscious experiences which lads in Greece picked up in the course of nature and by the accidental help of architecture and statuary." The partial remedy of mixing up "a little real Geometry with Euclid's idea of logical concatenation does not go to the root of the matter. The remedy is not to substitute for Euclid some inferior and less thorough text-book, but to precede and supplement the use of text-books by some gymnastic calculated to restore normal vitality to the paralysed natural faculty. What is emphatically not wanted is that unscientific parents and guardians should learn something about geometry and teach it before the school-age." First the sense must be educated. As soon as the child can grasp objects, can stroke the cat, can smell flowers and handle a spoon, he must be given geometric solids such as the five regular solids and a cut one as ornaments or toys, "so that the senses of sight and touch may actually develop in contact with true typeform." "Next comes the training of associated ideas. When you purchase typeforms, have the correct names written on

each. Be as careful as possible not to misuse mathematical terminology in daily talk; either use it accurately or not at all. For instance do not talk about the centre of a long table, nor say ellipse when you mean the oval suggested by two intersecting circles." Then the executive faculty must be trained; let them use the geometric tools for this purpose. "Lastly comes the most important preparation for future living comprehension of mathematical ideas—there is the cultivation of the geometric imagination. At the same age at which the child begins to realise that a boy grows into a man and a seedling into a flowering plant, let him watch how one geometric typeform grows out of or flows into another. Great use might be made, in teaching, of the study of shadows. A convenient beginning might be made with a single light overhead. Later on combined and cross lights may be used and in some cases a movable light will be useful. Place on the table a sheet of white paper. Hold between the paper and the light a ring. Call attention to the fact that the same ring casts a circular or an oval shadow or a straight line according to the position in which it is held. Also that the same series of shadows is produced by an Elliptical ring as by a circular one. A straight line however cannot be made to cast a curved shadow on a plane; its shadow is always a straight line," whose length however may be altered. A series of forms may be produced by placing a lighted night light in the bottom of a tall jar and throwing the shadow of the rim of the jar on surfaces held in different positions." In similar ways Mrs. Boole offers many other useful suggestions for the training of the Arithmetical and Algebraic imagination. To go into these in detail would make this review inordinately long. What she insists upon in the training of the child's mind is the sequence in development. "People imagine that if they have secured for their child the best text-books and the best teacher they can, they have done all that is necessary for his education" in the particular branch of Science which he happens to be pursuing; "too often they have omitted to secure something more important than the quality of the text-book, perhaps even than the skill of the teacher, that is, a sufficient time interval between the child's first introduction to the subject and his first introduction" to a course of study for a stiff examination in Science. The teacher has not only to teach what should be taught "to the well-prepared during several successive years, but also to mix up this teaching with attempts to supplement the deficiencies of those crippled and cramped by lack of natural exercise." "As things are at present" it is almost

impossible for a teacher "to avoid linking together things which should be separated by long intervals of time."

Besides the preparation of the unconscious mind and the development of the scientific imagination, an early ethical and logical training is also necessary. "As early as possible choose some little function, which the child has learnt to perform, as a means of training him into the sense of responsibility in carrying out orders." Insist upon his giving clear reports of what has been done. Accustom the child early to answer the exact question asked before entering on any side issue. "All this may sound very childish and so indeed it is. This is the very reason why I venture to think it is well when this part of the work of training for Science is done, and well done, at a childish age, pleasantly and as mere fun, instead of throwing upon the teacher of Science classes the burden of introducing such elementary conceptions for the first time to young persons whom he is preparing for stiff examinations in Science. The effect on a Science class is as distracting as it would be if a literature teacher had to interrupt a lecture on Shakespeare to help some of the pupils to spell out ordinary English words." These words which are addressed to English parents and teachers apply with greater force to Indian parents and teachers because here few have attempted even to think about the proper preliminary training, while many know and appreciate the only industry practised in our schools—the examination industry. The book is a message of peace. We find in it the ideas of many psychologists as well as those of Mrs. Boole. It is not a manual of practice but lays down the principles of the ideal training. It aims not at giving rules but insight. The Science teacher is led to consider his general aims and methods and limitations and how he may attempt to realise the ideal, unattainable though it may be. The book must be a stimulus and an inspiration to all those who are interested in the proper training of the rising generation, to the parents no less than to the teachers.

THE THEORY OF GEOMETRY IN THEORY AND PRACTICE,
BY A. E. PIERPOINT. (LONGMANS, GREEN & Co.)

The author must be congratulated on the nice execution of his work. The book comprises the subject-matter of Euclid Book I, 1-34. It is divided into 3 sections. In the 1st section, the author treats the beginner with a course of experimental Geometry; the learner is not troubled with any formal definitions, but he is to draw

neatly and correctly with the aid of the ruler the protractor and the divider and to observe for himself the Geometrical truths set forth in Prop. 1 to 34.

The second section proves the theorems formally: but Euclid's order is not followed; for example Euclid I. 13 is the first theorem proved; I. 16 follows I. 32. Hypothetical constructions are made and the more important truths are proved. A chapter on Loci is added. The 3rd section is devoted to problems. Both in sections 2 and 3, some of the more important riders are treated as propositions and proved. The noteworthy features are: the student is slowly prepared by the experimental section for the deductive reasonings of Geometry; mention is made of the well-known solids—they are analysed and presented to the student, so that he may learn how to form a solid from what is called its net. In giving formal definitions, the author does not straightway begin with the point which is most difficult to conceive, but takes the student from solids down to surfaces, lengths and points. In all the three sections there are copious exercises and the book will prove very useful to teachers.

MANUAL TRAINING DRAWING, BY F. STURCH.
(METHUEN & Co.) Price 5s.

The book fully explains the principles of orthogonal, isometric and oblique projections and contains a good number of graduated exercises drawn to a big scale, and solutions of questions set at various English Technical Institutes. It affords ample facilities for understanding the subject without the aid of a tutor and can be used as a reference book in the preparation of working drawings. It is also fitted to be a textbook for students of drawing, carpentry especially.

THE AGE OF TRANSITION, BY F. J. SNELL (1400—
1580), 2 VOLS. (GEORGE BELL AND SONS).
7s.

To the general reader the period covered by the two volumes before us is the least interesting in English literature. Between Chaucer and Spenser there are hardly any names of English writers which raise any smack, any flavour, any pleasant reminiscences in the mind of the ordinary reader. With regard to professed students of literature it is another matter. They find pleasure in the most unlikely of authors. They bring to such studies an alertness of mind, a wealth of suggestion that like Poesy makes the desolatest place be a grace, that makes the

meanest books raise them to a height that better books cannot raise others to. We expect that to such students of literature the volumes will be full of interest.

Even with regard to this uninviting period of literature, a closer examination will reveal to us names of writers that transmitted the poetic influence of Chaucer and heralded the Renaissance. If there is the budding of morrow at midnight, there is the dying of the previous midday equally then and one who journeys in the night finds it not so dark as it appears to those that shut themselves up. Dunbar and Lyndsay, Skelton and Wyatt, Heywood and Udall, Lord Berners, Sir Thomas More, Ascham and Lyly are writers whom one will not mention as leaders of English literature, but they occupy an assured position on the lower heights of the English Parnassus. And these writers and other writers considerably lesser than these are given an adequate treatment in the present work.

The first volume treats of the poets and the second of Dramatists and Prose writers. As the previously published volume on the Age of Chaucer is also by Mr. Snell, there is no overlapping; no treatment of the same writer or subject repeated in the two books. The continuity of the present hand-book with the last may be a little more explicitly shown. *Vide* the notice of miracle and morality plays in the two books. Comparing this with the next book, The Age of Shakespeare, we find Lyly treated by Mr. Snell and by Mr. Allen. Lyly we naturally associate with the Age of the Elizabethan Drama and Romance and he receives fuller treatment in Secombe and Allen's volumes than in Mr. Snell's books. In neither of the books however has sufficient attention been drawn to the great influence that Lyly's euphuism has exercised on the English prose style (*Vide* Bond's Essay on the English Language to his edition of Lyly's works). A hearty welcome to the book as a not wanted is that in the books already published guardians should learn something of English literature and teach it before the more competent guide to this sense must be educated. It of English literature than can grasp objects, can straddle flowers and handle a spoon, metric solids such as the cut one as ornaments or toys of sight and touch may act, by C. Y. CHINTAMANI (THE tact with true typeform." ALLAHABAD). Price Rs. 6. typeforms, have the corre seems to us to possess in the capacity for enthusiastic personal attachment to leaders ity full of promise in a young

public man, but which unfortunately is uncommon in those who desire to play a part in public life. It has been frequently pointed out that, if our leaders with but few exceptions lack the attributes of leadership, neither have the rank and file the virtues of obedience, self-suppression, and loyalty indispensable in the followers of a political organisation. The editor of the present volume is an admirable type of political follower quite as much as his hero Sir P. M. Mehta is an admirable type of political leader.

The bulk of the book is a sufficient measure of the place that Mr. Mehta occupies in the public life of India. The eight hundred pages of his speeches and writings embrace such varied and important topics that they ought to be of 'surpassing usefulness' to the student of politics, Indian and Anglo-Indian. The editor is naturally proud of the connexion that his book has with the illustrious Parsi trio, Mr. Mehta, Mr. Wacha, and Mr. Naoroji. Mr. Wacha contributes an appreciative introduction to the book, and Mr. Naoroji has permitted his name to be inscribed therein.

Education is in many ways the most important public question in India, and it would be a wonder if it did not hold a prominent position among the great national interests to which Mr. Mehta has given his attention. A distinguished Elphinstonian and for many years an active Senator, Mr. Mehta's watchful care has been extended to education in a measure surpassed only by the municipal work of Bombay. The very first paper of the series is a review of the Bombay Educational System read to the East India Association so long ago as in 1867. It is an admirable performance in many ways, though being the product of youthful exuberance, it indulges in an excess of adjectives and a superfluity of adornment from which his mature style is so happily free. In this paper and in numerous speeches later on Mr. Mehta has championed the cause of higher education in India. The second paper, read to the Bombay branch of the same body two years later, contains what we never suspected before, a condemnation of the Grant-in-aid System introduced by the 1854 Dispatch. Mr. Mehta deplored the withdrawal of the State from the direct support of higher education, though he will be the first to acknowledge the public spirit and patriotism with which private agencies have come forward to fill up the gap. An anecdote narrated with gusto on more than one occasion by Mr. Mehta is worth reproduction. Speaking of Sir Mountstuart Elphinstone, General Briggs says: "Finding in a corner of his tent a pile of printed Mahratti books, I asked him what they were meant for. 'To educate the natives,' said he, 'though it may be our high

road back to Europe.' I said, 'I wonder, then, that you as Governor of Bombay have set it on foot.' He replied 'We are bound under all circumstances to do our duty by them.' Mr. Mehta's keen sense of humour gives his eloquence a peculiar flavour, and he knows, as few others do, the art of turning back an opponent's weapon on himself. What can be more amusing than the sally he made on Sir W. Lee-Warner who advocated the raising of school fees on the ground that people did not value things for which they did not pay? From the presidential chair of the Bombay Graduates' Association, Mr. Mehta said: "I venture to dissent from this proposition. I think we can make bold to assure Mr. Lee-Warner that the people of this country will not, for example, value the services of Anglo-Indian officers any the less, if they will accept the depreciated rupee in payment of their salaries instead of vigorously agitating for some measure to make up for the loss, no doubt with the view of preventing us from valuing their services any the less." A more recent instance of his skill in controversy may be quoted from his speech on the Universities Bill of Sir Thomas Raleigh. Sir Thomas had discounted the opposition of the Universities themselves as proceeding from the natural desire of corporations to maintain their privileges, and quoted as illustrative of this infirmity the opposition of the Oxford University Dons to the removal of the enormous abuses which Adam Smith and Gibbon had denounced. "This," said Mr. Mehta, "is a formidable indictment against the policy of placing preponderating power in the hands of professors, principals, and educational officers (was the alliteration designed?); it is a wonder that Mr. Raleigh did not perceive that we should profit by the historical lesson that the results of the concentration of authority in the hands of educational experts in Oxford and Cambridge teach us." In this matter, by the way, we do not agree with Mr. Mehta; but that does not take away from our admiration of his great ability and the excellent uses to which he puts that ability.

Mr. Chintamani's book deserves the support of the public, and we trust its price will not stand in the way of his getting it.

MATTHEW ARNOLD ON TRANSLATING HOMER, BY W. H. D. ROUSE: (JOHN MURRAY); 3s. 6d.

This is a fine reprint of Mr. Arnold's lecture on Mr. Newman's unlucky translation of Homer. The editor contributes a short introduction and a few notes. In the introduction he sums up the controversy between the critic and the translator.

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A great part of it is taken up with a discussion of the various metres proposed or adopted for rendering Homer in English. Mr. Arnold's imperfections as a Greek scholar and his prejudices as a critic are laid bare with justness and discrimination. Notwithstanding these, Mr. Rouse says, the lecture is of great value for the fundamental principles of criticism which Mr. Arnold lays down and elucidates. An interesting point is, which is the final court of appeal in judging of translations, the general reader or the expert scholar? The great merit of a translation is that it produces on the reader who is ignorant of the original effects as nearly as possible similar to those which the original produces on the scholar. Mr. Newman thought of the reader, Mr. Arnold would appeal to the scholar. The editor thinks that each must judge of the part that he is competent to judge. The scholar is to judge of the accuracy and the spirit; the reader alone can decide as to the intelligibility and naturalness. This summing-up will be generally acknowledged to be sound:—"Never can the translator hope to represent all his author's thoughts without adding anything of his own. The best translation is a compromise, and success in this kind is at best an approximation. But one thing may be safely said: if literal accuracy and naturalness (of idiom of thought, of metre) cannot both be had, accuracy must be sacrificed rather. The best translation is that which reads most like an original composition, and sacrifices least of accuracy. And a degree of success can be attained which has a real value for the unlearned reader. In a word, English translations are a part of English literature; else they serve no purpose but to be helps to the student of the original in piecing out defects in his knowledge."

Indian Educational Notes.

MADRAS.

AN Educational Conference was held at the Government Training School, Calicut, this month, with Mr. T. T. Logan, Inspector of Schools, in the chair. There was a prolonged sitting, lasting three hours, in the course of which many questions of educational interest were discussed. The following were among the resolutions passed:—That the existing Calicut Teachers' Association should be developed into a District Association and affiliated to the Teachers' Guild. That periodical lectures and demonstrations should be arranged for the benefit of Primary school teachers, who should be paid the expense, incident to their attending them. That it is desirable besides a small museum in each school, to have a central educational museum in Calicut, in charge of a

museum expert. That it is desirable to provide more stipends from Provincial Funds for training teachers. It was pointed out that the non-appointment of at least Lower Secondary men as heads of Primary schools was due not to the absence of men offering themselves, but to the want of provision for their training. This year, out of 75 who applied, only 13 were selected. As regards the question of a museum, the Chairman (who is specially interesting himself in the matter and mooted it before the Director some time ago) stated that it was the subject of correspondence and discussion in the department and that something satisfactory was likely to result.

We take the following extracts from the report of the Madras Teachers' Guild for the year 1905:—The number of ordinary members which was 180 at the beginning of the year is now 165. Of these 122 are residents of Madras and 43 are mofussil members. In addition, we have two honorary members, 6 associates and one affiliated association.

The thanks of the Guild are due to Mrs. Kellett for her kindness in presenting 50 books to the Guild Library in memory of the late Rev. F. W. Kellett. The thanks of the Guild are also due to Messrs. Macmillan & Co., Ltd., and the Pitt Press who have sent, as in former years, a number of specimens of their educational publications. A somewhat larger use has been made of the resources of the library this year than heretofore, and it is hoped that, soon after this report is issued, a catalogue will be in the hands of each member. The value of this collection of books will then be more widely known and, doubtless, greater use made of the library. The subscriptions raised for the purpose of providing the Guild with a suitable building for housing the library being inadequate—the amount collected up to date is Rs. 879—the Guild has resolved to invest this money for the present with a view to its ultimately being spent for the erection of a building for Guild purposes. The fund (the Kellett Memorial Fund) was formally closed on the 31st December 1905. During the year 5 teachers entered their names in the Registry. Of these two were members of the Guild, and three non-members. For two of these the Guild was able to secure appointments. Two other applicants also have had opportunities of securing appointments; but on account of their preferring certain special localities, they have been unable to take them up.

A circular letter was addressed to managers of institutions with the object of ascertaining what support they were likely to give in the matter of a Provident Fund. The replies received showed that the particular scheme of the Guild did not commend itself to the majority of managers. During the year seven meetings of the Guild were held. About 40 members of the Guild visited the works of the Madras Railway at Perambur. The usual Conference of educationists under the auspices of the Guild was held on the 14th and 15th of December, a detailed report of which we have already published in

this Review. The treasurer's balance sheet shows a balance of Rs. 216-6-6 including the Rs. 200 set apart as the Guild's first contribution towards the Benevolent Fund.

A G. O. has been issued sanctioning the construction of a marine aquarium not only for educational and scientific purposes as an extension of the museum and an annexe to the Presidency College, but as an exhibition open to the public, which His Excellency is confident will prove to be both popular and attractive. Provision will be entered in the Budget estimates for a sum of Rs. 10,000, the calculated cost of the building. "In order that the building should not mar the beauty of the Marina, it will be constructed mainly under ground, leaving only 6 or 7 feet above the general level, a superstructure which can be readily screened by trees and shrubs. The site selected for it is on the fore-shore opposite the Presidency College. The aquarium will be placed under the control of the Superintendent of the Government Museum as Director, and of a Committee composed of the following gentlemen:—

The Hon'ble Mr. A. G. Bourne, D.Sc., F.R.S., Mr. J. R. Henderson, M.B., C.M., F.L.S., Professor of Biology and Zoology at the Christian College, Mr. P. F. Fyson, B.A., F.L.S., Professor of Biology, Presidency College, M.R.Ry. K. Ramunni Menon, B.A., Senior Assistant Professor (Biology), Presidency College, Major W. Molesworth, M.B., B.S., I.M.S. The Committee will be assisted in the work of the aquarium by the Demonstrator of Zoology at the Presidency College and, if he will give his services, by the Demonstrator for the time being at the Christian College. A small fee will be levied from visitors to the aquarium, as otherwise so small a building would become unmanageably overcrowded; and it is also necessary that some check should be placed upon its becoming the resort of mere idlers."

The following G. O. has been issued:—

With reference to the letter from the Government of India (about the Advocate-General's opinion) the Senate of the Madras University will be informed in modification of Government Order No. 854, Educational, dated the 29th December 1905, that as the statutory extension of time allowed in Government Order No. 637, Educational, dated the 21st September 1905, for the submission of a revised body of regulations under section 26 (1) of the Indian Universities Act, 1904, is now exhausted, the regulations which the Senate has still to frame will be submitted to Government not as regulations for the official sanction of the Governor in Council but as recommendations which the Government if and so far as they approve them will under section 26, sub-section (2) of the Indian Universities Act, 1904, bring into operation as regulations under the Act. The Government do not propose to deal with such recommendations, except in this matter of form, in a manner different from that in which they have dealt with the regulations already submitted to them.

Among the Agenda for the meeting of the Senate of the University of Madras to be held on the 23rd March is the interim report of the Committee consisting of 24 members appointed by a resolution passed by the Senate on the 16th December 1905. The report is as follows:—

This Committee met on 22nd December, 1905, with the Rev. J. D. W. Sewell in the chair, and appointed Mr. H. J. Allen, Convener. It resolved that the following questions be printed and sent to all the members with a request to send in their replies to the Registrar not later than 10th January, 1906, and it appointed a Sub-Committee consisting of Messrs. Allen, Macphail and Yates to consider the replies and submit them to a meeting of the whole Committee to be held on 20th January, 1906, at 4 P.M.

I. Examinations and Courses of Study.

1. THE MATRICULATION EXAMINATION.

Should the present Matriculation Examination be in any way modified? If so, what modification would you suggest?

2. THE INTERMEDIATE EXAMINATION.

(1) Is an Intermediate Examination desirable?

(2) If so, is the present F. A. standard satisfactory?

If not satisfactory, in what direction should change be made?

Should the course be made narrower but deeper?

Should there be a single course common to all candidates, or should a choice of subjects be allowed?

(3) In the event of the Intermediate Examination being abolished, what share in the teaching for the University course should be assigned to Second Grade Colleges?

3. THE DEGREE EXAMINATION.

(1) Should an Honours Course (entitling to an M. A. or an Honours Degree) be introduced in all or in some subjects of the present B. A.?

(2) In this event should the Pass Degree remain as at present, or should optional subjects be abolished and a "General Culture" Course be substituted?

(3) Should the "Compartment System" be continued?

(4) Should the course of instruction for Pass as well as Honours be lengthened?

(5) Should the Vernaculars form part of the degree examination, or should their scope be enlarged so as to entitle to a special degree in Oriental Learning?

(6) Should a candidate be allowed to present himself indefinitely for examination?

(7) Should the certificates granted by the University show in greater detail the academic career of the recipient?

II. Term Certificates.

Are any changes in the form desirable so as to throw on a College a greater responsibility for the candidates it sends up for examination?

Should a failed candidate be required to take out fresh term certificates?

If so, for what period?

III. Transfers.

What restraints, if any, should be imposed on transfers?

IV. Any other matter falling within the scope of the Senate's reference.

The Sub-Committee appointed on the 22nd December, 1905, after considering the replies to these questions received from the members of the Committee, offered the following suggestions as a basis for discussion:—

I. Examinations and Courses of Study.

1. The Matriculation.

(i) ENGLISH.

Greater attention to be paid to Composition which should be based on certain prescribed text-books. The present type of the English paper to be changed completely, and Grammar to be tested through Composition.

Translation to be abolished.

(ii) SECOND LANGUAGE.

Greater care to be exercised in the choice of text-books. One paper to be on the texts and the other to consist of a Composition based on the texts.

(iii) MATHEMATICS.

Arithmetic to be made lighter.

Algebra and Geometry to be brought up to date.

(iv) ELEMENTARY PHYSICAL SCIENCE, HISTORY AND GEOGRAPHY.

Three alternatives.

(1) Physical Science to be excised. History and Geography to be continued as at present, or

(2) History and Geography to be continued as at present. Students to appear in addition for a paper in one of the following subjects: (a) Physics; (b) Chemistry; (c) Botany, or

(3) Students to appear for two papers in one of the following subjects: (a) History and Geography; (b) Physics; (c) Chemistry. (d) Botany.

A pass in this division to depend on the use of grammatical English.

Intermediate.

An Intermediate examination to be continued for the present and to be taken at the end of the second year.

The course to consist of (1) English, (2) a Second Language and (3) a choice of one or two of the following subjects: (a) Mathematics, (b) Logic, (c) Physics (d) Chemistry, (e) Biology, (f) History.

The Degree.

The "Compartment System" to be continued.

Second Language to be changed from a compulsory to an optional subject. The student to offer two languages of which one must be classical. The standard of the examination to be raised.

No candidate to appear more than twice for any examination save the Matriculation.

As regards the question of Honours Courses the opinions of Messrs. Bhabha, Cook, Hunter, Jones, Mitchell, Sewell and Srinivasa Aiyangar to be printed and circulated among the members.

The University Certificates to show the class the student has taken in each subject and the Calendar to provide the same information.

Term Certificate.

It is not desirable to throw greater responsibility on the Colleges in connection with the term certificate.

A failed candidate to take out fresh certificates for two terms.

Transfers.

Transfers in the middle of the year to be at the discretion of the Head of the College which the student wishes to leave.

The Committee met on January 20th, February 10th, 12th, 13th, 15th, 16th, 17th and 19th and passed the following Resolutions:—

I. The Matriculation Examination.

1. That a system of prescribing a text-book or text-books for the Matriculation Examination in English be introduced.

2. That the main part of the examination in English be designed to test the candidate's power of English Composition and be based on the prescribed texts.

3. That the remaining part be designed to test the candidate's knowledge of Outlines of English Grammar as exemplified in the texts.

4. That the examination in Arithmetic be simplified and lightened, modern methods in Algebra be encouraged, and modern Elementary Geometry, practical and theoretical, be substituted for Euclid.

5. That Physical Science be excised, and that History and Geography be continued as at present.

6. That candidates for Matriculation bring up a second language.

7. That the examination in an Indian vernacular language be confined to testing the candidate's power of expressing himself in the living language, and that the text prescribed, if any, be mainly in modern prose.

II. The Intermediate Examination.

8. That an Intermediate Examination be continued but as a distinct stage in the B.A. course.

(Carried by 8 votes to 7.)

9. That the Intermediate Examination be taken at the end of two years.

10. That the Intermediate Course consist of:—

- (i) English,—compulsory
- (ii) One group to be chosen from the following:—
 - (1) Mathematics and Physical Science;
 - (2) Botany and Geology;
 - (3) Logic and Psychology;
 - (4) History and Economics;

(5) Two Languages, of which at least one must be a classical language.

(11. B.A. Degree Examination.

11. That it is desirable to institute an Honours Course for a Degree after the Intermediate Examination.

12. That the course for the Pass B.A. last two years after the Intermediate Examination.

13. That the Honours Course last for not less than three years after the Intermediate Examination.

14. That the B.A. Pass Course consist of:—

- (i) English,—compulsory
- (ii) One of the following groups:—
 - (1) Mathematics;
 - (2) Physical Science;
 - (3) Natural Science;
 - (4) Logic, Psychology and Ethics;
 - (5) History and Economics;

(6) Two Languages, of which at least one must be a classical language, with portions of the history and literature of both languages.

15. That the Examination in English be confined as largely as possible to English since the commencement of the Elizabethan period.

16. That no candidate be allowed to appear for the Pass Examination until he has attended the necessary classes for both English and his optional subject, that a single fee be charged for the whole examination, and that until he has passed the English Division of the examination no candidate be allowed to appear for examination in his optional subject.

17. That the Pass Degree Examination be held at Madras and at other centres where suitable arrangements can be made for the purpose.

18. That students who take the Pass Degree be allowed on the recommendation of the College from which they have taken it to appear for the Honours Degree in Mental and Moral Science, History and Economics, English Language and Literature, and Second Languages after a two years' course, provided they have taken a Pass Degree in the subject for which they appear, and that such students be exempted from passing the compulsory English part of the Honours Examination.

19. That no candidate be allowed to undergo the complete Matriculation and Intermediate Examinations more than three times, nor the complete Pass Degree Examination more than twice.

20. That the Honours Course consist of:—

- (i) English,—compulsory.
- (ii) One of the following groups:—
 - (1) Mathematics and Natural Philosophy;
 - (2) Physical Science;
 - (3) Natural Science;
 - (4) Mental and Moral Science;
 - (5) History and Economics;
 - (6) English Language and Literature;
 - (7) Second Languages.

The Sub-divisions necessary in (1), (2), (3).

(7) to be recommended by the Boards of Studies.

21. That the compulsory English Course for Honours candidates consist chiefly of modern Eng-

lish Literature and Composition, and that the course of instruction be of one year's duration.

22. That no candidate for an Honours Degree be allowed to appear for examination in his optional subject until he has passed the Compulsory Examination in English.

23. That in the event of a candidate for an Honours Degree failing to satisfy the Examiners he may be recommended by them for a Pass Degree.

24. That it is desirable for the University to assist in giving instruction in the Honours Courses by establishing systems of lectures which shall be open to students from Colleges affiliated to the University.

25. That a candidate for Honours must appear for the Final Examination not later than the end of the fourth year after the Intermediate, and that no candidate be permitted to undergo the complete Final Examination more than once.

26. That those who pass the Honours Examination be eligible for the M.A. Degree.

27. That a candidate not already eligible for the Pass Degree who fails completely in the Honours Examination be subject to the same rules as a candidate who has failed once in the Pass Degree Examination.

IV. General.

28. That the University Examinations be held as far as possible in March and April and that the Long Vacation begin on their conclusion, and be of three months' duration.

29. That the marks obtained in each paper by any candidate in any University Examination be furnished to the Head of his College on application.

30. That annual certificates be substituted for term certificates so far as attendance is concerned.

31. That candidates for the Matriculation, Intermediate and Pass Degree Examinations be required to present a fresh certificate for the current year every time they apply for the examination.

In explanation of the above Resolutions it may be pointed out that they rest on the principle that an improved knowledge of English as a spoken and written language is the chief need of the average Madras student. Such greater acquaintance it is deemed impossible to combine with the wide scope of the present courses for the Matriculation and First Arts. These are generally, if not universally, felt to be unsatisfactory and by their very breadth, to create a low standard. The narrower range now suggested implies as its correlative a higher standard within that range. With the same object of making the under-graduate's studies more thorough it is proposed to identify the Intermediate Course more closely than at present with that for the Degree, to bridge so far as possible the existing hiatus, and to provide the student from Matriculation to B.A. with a continuous and congruent system in English and certain optional subjects.

While for the average student a working knowledge of English is felt to be the first essential, for those with exceptional abilities and special aptitudes Honours Courses and University lectures are con-

templated, whose intended scope is seen in the proposal that they shall entitle to the M.A. Degree.

Until, if at all, these general principles have been accepted by the Senate this Committee considers it inexpedient to enter on details which can only be worked out with the assistance of the Boards of Studies. Hence this Interim Report is put forward as the method least likely to occasion delay and waste of energy.

In conclusion, it may be as well to state that the Committee has confined its attention to questions connected with the Arts Degrees since these are the most pressing as well as those on which the members can speak with greatest confidence. To go beyond these it will be necessary to reinforce the Committee by introducing representatives of other Faculties.

The Rev. Dr. Miller writes to the *Christian College Magazine*.

SIR,—I should like former students, and also the parents and guardians of present students, to know a little more than they probably do about a scheme which has been in operation for several years and which is intended to afford to some, though not very many, of our young men an opportunity for spending a part of the Summer Vacation in a somewhat novel and, as I believe, a very healthy and beneficial manner. Since 1901, a house, known as the "Mountain Home," built in the grounds of my bungalow on the Shevaroy Hills, has been at the disposal of a necessarily limited number of students for a limited time during the Summer Vacation. Arrangements have been made for conducting it much in the same way as one of the Homes or Hostels in Madras. Provision is made for badminton, lawn-tennis, and a variety of other games; and—what I at least regard as still more important—there are facilities for explorations and walks amid fine scenery in a delightful climate.

A small charge is made,—enough to defray about half, but I suspect the smaller half, of the entire cost—because I think people seldom appreciate or properly enjoy things which they get without some little expense or effort to themselves. The rest of the outlay I have borne myself; and I am very willing to bear it, because I think for things more likely to do good to my young friends, both in body and mind, than such an outing and change of scene as they have in the "Mountain Home."

In 1901 and the two following years, advantage was taken of my scheme by a very considerable number of those on the College rolls during those years, as well as by some who were no longer actual students. I believe that all my visitors both enjoyed their stay and were benefited by it, as I have little doubt they are prepared to testify. In 1904 and 1905, I was in Scotland, and I doubt whether the scheme was quite so much appreciated as in earlier years, though it seems that considerable benefit still resulted from it. In the present year I hope that I may be on the Shevaroy Hills at the time of the vacation and that as many of my young friends as

the "Mountain Home" can comfortably accommodate will come there as my companions. Present students will hear about the matter before long. This notice of it is chiefly intended for those who are no longer in College but have been so in recent years. So far as there may be room, I shall be glad if they also will visit me in my summer retreat. Especially I should like much if a few of those who have sojourned in the "Mountain Home" already would return to it this year. My reason for saying so is that I fear I am getting too old now to do so much as I did four or five years ago in the way of being guide to those who wish to explore the beauties of the hills; and the help of those who are qualified to supplement my deficiencies as a personal conductor will be particularly welcome.

I mean to give those who are in any of the classes of the College an opportunity of speaking to me directly if they wish to visit the Shevaroy; but I would ask those who are elsewhere now to write to me, as soon as they conveniently can, if they wish to join our party and see their way to doing so. Of course it will be understood that those only are invited who will mix kindly and heartily with their juniors—in fact those only who will be glad to feel for a short time as if they were boys once more.

ONE of the most important signs says a correspondent to the *Madras Mail* of the times is the active interest which is now being shown in Primary Education, and one of the most practical illustrations of this is the work which is being done by the Council of Native Education in the holding of meetings, on Saturday afternoons, for Primary School teachers. It was under its auspices, in the Christian College, on the afternoon of the 17th ultimo, the President of the Council, the Hon'ble Sir S. Subramania Iyer, K.C.I.E., presiding, that Mrs. Courtwright gave a demonstration with teachers and infant children from the Olcott Panchama Free Schools, of some of the methods used in teaching the Kindergarten Standard in her schools. The secret of the success of true Kindergarten methods of teaching lies in so arranging and varying the work through which the teacher leads his class, that the children think they are at play, and they go at it with a zest and enthusiasm that make it ten times more effective in awakening their young minds and making them responsive to what is thus taught them in the guise of amusement. The first practical essential for carrying out such a method of teaching is, naturally, that the teacher should cultivate that bright, cheerful and sympathetic manner which makes the children want to come to him and to talk to him when he speaks or smiles. This, with the ability to make work appear to be play, and yet to keep play, in its ultimate results, or more, instructive than if it had been "work," makes the successful Kindergarten teacher, and, indeed, Primary teacher, too—for this principle of teaching, with modifications to suit the age of the pupils, should be carried through all the Primary standards at least.

BENGAL.

THE Elliot Prize for Scientific Research will be given this year to the author of the best original essay composed during the year 1906, giving the results of original research or investigation by the essayist in Natural Science. 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 to the President of the Asiatic Society of Bengal, 57, Park Street, Calcutta, by the end of December, 1906. The prize will be adjudged to the best competitor and awarded publicly at the Annual General Meeting of the Asiatic Society in February, 1907.—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.

HER Excellency Lady Minto gave away the prizes at the annual prize distribution of Bethune College, on the 20th February. The Hon. Mr. Earle Richards presided.

Mr. Justice Saroda Churn Mitter, Honorary Secretary of the College, then read the Report for the past year. The following extracts are taken from the Report:—

The total number of girls on the rolls of the institution on the 31st December last was 183, as compared with 180 on the corresponding date in the previous year. Of these 183 girls 23 were in the College Department and 160 in the School Department, as against 30 in the College and 150 in the School Department in the preceding year. Of the 183 girls on the rolls of the institution on the 31st December last, 85 were Hindus, 78 were Brahmans, 9 were Christians, and 2 were Jews, as compared with 83 Hindus, 82 Brahmans, 14 Christians and 1 Jew on the rolls on the corresponding date in the previous year. Of the total number of pupils, 44 were boarders and 139 were day-scholars. Out of a total of 44 boarders in the year under report, 10 were Hindus, 30 Brahmans and 4 Christians. Only one out of 7 candidates sent up for the Entrance Examination was successful. But of 8 candidates who appeared at the F.A. Examination, 6 passed, 1 being placed in the 1st division, 4 in the 2nd, and 1 in the 3rd division. It is to be regretted, however, that none of the candidates sent up to the B.A. Examination were successful. At the beginning of the session no pupil joined the class for training female teachers and so no candidate was sent up to the final examination held in March, 1905. The College was inspected by the Colleges Inspection Committee of the Calcutta University and it was of opinion that the College is one of the handsomest buildings in Calcutta and one of the best managed educational institutions. It pointed out various defects which are gradually being remedied.

ON Monday, the 5th March, an evening party was given at the Town Hall to bid farewell to the 44 students proceeding to foreign countries for industrial education. The attendance was large including Sir Andrew and Lady Fraser. Among those present we noticed Mr. D. M. Hamilton, Mr. William Bryan, and Mr. Ratcliffe.

Mr. Ratcliffe in a short speech introduced Mr. William Bryan to the audience. In responding to the invitation Mr. Bryan said that he was travelling as a student and not as an instructor—he was travelling to learn and not to express his opinion. He took pleasure in testifying to his deep appreciation of the broad and generous spirit that lay at the back of the Association. It gratified him much to know that there were 44 young men, who were willing to leave home that they might learn what he would teach them. The speaker was sure that those young men would act as bees and would bring home honey. He wished that no one would be ashamed to go abroad in search of truth. He believed that each nation had something that it could teach. In his opinion there ought to be exchange of views between nations and individuals. A man could learn much by retiring in solitude but he could learn more in going to foreign countries. When he was at Japan a teacher told him that he (the teacher) hoped that the speaker should find some worse thing among them and that he might tell the people so that the people of Japan might improve. In reply the speaker said that he was not travelling so much to find fault and that he was anxious to go back to his native country with everything that was good.

The Lieutenant-Governor then shook hands with all the 44 students, who were introduced by Babu Narendra Nath Sen and Moulvi Syed Erfan Ali.

HERE are the proceedings of a meeting held on the 9th March 1906, in Mr. Earle's room, to consider the arrangements necessary for students' messes during the academic year 1906-07. Mr. Earle presided and there were present representatives from the various Colleges of Calcutta. Mr. Earle in opening the meeting explained that Government, in response to a letter from the Senate of the Calcutta University, had undertaken the financial responsibility for the Mess Scheme for another four years, and that therefore it might be assumed that the messes were to be continued. He also intimated that it was the intention of Government to extend the Mess Scheme to the mofussil as soon as possible. The business of the meeting was therefore to decide whether any changes were necessary during the coming year. After some discussion it was unanimously agreed, on the suggestion of Dr. E. Dension Ross, that rents should be payable for ten months only by all students, no distinction being made between years. It was also agreed, on the suggestion of Mr. N. N. Ghosh, that the ten-monthly rental should be demanded from all students, whether they were appearing in their examinations for the first time or not.

It was further unanimously agreed that the rents should be Rs. 4, for upper seats and Rs. 2, for ground-floor seats.

Mr. N. N. Ghosh remarked that care should be taken to give Colleges as far as possible equal value in the way of houses. The question of the superintendence of the messes then being raised—

Mr. Surendra Nath Banerjee said this was a vital question. He thought the scheme could not be considered a satisfactory one till there were superintendents in all messes. But it was difficult to obtain superintendents, for they should be men of no lower standing than that of a College Professor. The Colleges had no funds to pay such men. Mr. Earle thought the Government might be prepared to consider the question of the payment of superintendents; but even if these were provided, it would in no way absolve colleges from their duty of inspecting and supervising their own messes. After some discussion on this point, the general sense of the meeting appeared to be that the food arrangements should as far as possible be in the hands of the students, while the superintendent should have full power in matters of general control and discipline. Mr. Surendranath Banerjee suggested that the Corporation be requested to appoint a special officer to inspect the sanitation of students' messes. This was agreed to. Mr. Tipping suggested that it would be a good thing if professors were appointed in each college to inspect their own messes regularly. In Dacca this was being done: the messes of the Government College were divided up among the professors who visited each mess once a week. The number of messes belonging to each college in Calcutta was not very large, and this plan might with great advantage be adopted.

THE following is the opinion of Mr. L. P. Fugh on the question as to whether under Sec. 26 of the Indian Universities Act, Government may extend the period for the submission of a revised body of regulations by the Senate more than once:—

The question put to me is whether under Sec. 26 of the Indian Universities Act, 1904, the Senate, having to submit a revised body of Regulations "within one year from the commencement of this Act or whether such further period as the Government may fix in this behalf" and having already fixed a further period of six months have power to extend the time further and fix a later period than the six months.

My attention has also been called to a letter, dated the 23rd February, 1906, from Mr. Morris, one of the Secretaries of the Government of India, to Sir Alexander Pedler.

I cannot but think that the meaning of the Advocate-General's opinion, as stated in that letter (I have seen no copy of that opinion) has been misunderstood.

To hold, as stated in the letter, that "a further extension cannot be allowed under the Act" is in my opinion too narrow a construction to put upon the words of the section.

Chief Justice Mansfield in 1809 in the Court of Common Pleas said in regard to similar words in a submission to arbitration:—"The sense of the condition is that the arbitrator shall have sufficient time

Sir Guru Das Banerjee moved:—That the Senate do consider Regulations 1-3 of the regulations framed by the Committee appointed to draft rules relating to residence of students, and that in the place of the remaining regulations relating to the subject, the following regulation be substituted:—"Detailed rules relating to the recognition, management, and control of hostels and messes shall be made by the Syndicate with the sanction of the Senate from time to time as occasion requires." This was carried by 19 votes to 2. The following three regulations were passed (the amendments which were carried have been incorporated in the regulations).

REGULATION 1.—At the annual meeting of the Senate, a Committee of five fellows, not less than three of whom must be Indians, shall be appointed who shall deal with all questions relating to hostels and messes in connection with affiliated colleges. This Committee shall be called the Students' Residence Committee. The proceedings of the Committee shall be submitted every month to the Syndicate.

REGULATION 2.—Every student reading in an affiliated college and preparing for University examinations, unless residing with parents or approved guardians, shall live in a hostel or mess recognised by the University. This rule shall not apply to (1) Law students (2) Medical students (3) students of Engineering (4) graduates (5) private tutors residing with their pupils and (6) boarders at charitable boarding establishments approved by the Students' Residence Committee. The question whether a person is or is not an approved guardian shall be determined by the Principal of the College concerned. Any student making a false declaration in regard to the guardianship under which he lives shall be punished by the Principal of the College who will deal with the offence as occasion requires, reporting his action in each case to the Students' Residence Committee.

REGULATION 3.—A hostel is a boarding institution for college students, the proprietor of which is distinct from the body of boarders and which has some permanence in respect of location and management. A mess is any recognised boarding establishment for college students, not falling under the definition of a hostel.

CALCUTTA.

A Conference was held in the Bengal Landholders' Association Rooms, on the 11th March, at 4 p.m., under the presidency of Mr. Satyendra Nath Tagore. There was a large attendance of invited gentlemen.

The following Resolutions were passed:—

FIRST RESOLUTION.

That this Conference accepts the Report of the Ways and Means Committee, appointed on the 10th day of December 1905, amending the scheme of the Provisional Committee, with liberty to the Council of Education to negotiate with Mr. T. Palit with respect to his proposed donation.

Proposed by Babu Hirendra Nath Dutt;

Seconded by the Maharajah of Mymensing;

XII

Supported by Babu Surendranath Banerji, Sir Gurudas Banerji, and Mr. A. Chaudhuri.

SECOND RESOLUTION.

That the following gentlemen do form the National Council of Education:—

(92 names were suggested and adopted.)

Proposed by Babu Moti Lal Ghose;

Seconded by Babu Surendranath Banerji.

The proceedings closed with a vote of thanks to the donors. It was moved by the Maharajah of Mymensingh, seconded by Babu Surendranath Banerji and supported by Mr. A. Chaudhuri.

REPORT.

We recommend that the Report of the Provisional Committee be accepted, amended as below:—

Name:—The National Council of Education.

The Object of the Council is to impart Education—Literary as well as Scientific and Technical—under National Control, not in opposition to, but standing apart from, the existing systems of Primary, Secondary and University Education.

Education on National Lines should include among other things:—

1. (a) Imparting of Education ordinarily through the medium of the Vernaculars, English being a compulsory subject.

(b) The preparation of suitable text-books, especially in the Vernaculars.

2. Promoting of Physical and Moral Education and providing for denominational Religious Education out of funds specifically contributed for that purpose and inspiring students with a genuine love for, and a real desire to serve, their country.

Hindus, Mahomedans, Christians, Brahmos, and members of other religious sects will be presumed to desire that their wards should receive religious education in their respective creeds unless their guardians express a contrary intention.

Such Religious Education is not to include the enforcement of religious rites and practices.

3. Attaching a special importance to a knowledge of the country, its Literature, History and Philosophy and incorporating with the best oriental ideals of life and thought that the best assimilable ideals of the West.

4. Imparting of Scientific, Professional and Technical Education chiefly in those branches of Science, Arts and Industries which are best calculated to develop the material resources of the country, and to satisfy its pressing wants.

5. Inclusion in scientific education generally, of a knowledge of the scientific truths, embodied in oriental learning and in medical education specially of such scientific truths as are to be found in the Ayurvedic and Hakim systems.

6. (a) Exacting of a high standard of proficiency and (b) Enforcement of strict discipline including paying proper regard to the religious sentiments and customs of the different sections of the community—in accordance with the best traditions of the country.

7. Completion of Secondary or School Education with the 15th year (minimum) and commencement of College Education with the 16th year (minimum).

to make his award and that if he cannot make it by the day named he is to make it any time that he pleases; and whether he names the ultimate day at once or at a subsequent time, is immaterial.

The other Judges concurred.

The like question was raised again in the Court of Common Pleas in 1812 when Chief Justice Mansfield's judgment was adopted by all the Judges, then sitting.

In 1813 Chief Justice Mansfield's judgment was followed by the Court of Queen's Bench.

In 1829, like question was again raised in the Court of Common Pleas, coupled with a question as to the mode in which the further extension was granted, and Chief Justice Tindal, and Park Burroughs and Gasselee, J.J., came to the same conclusion as Chief Justice Mansfield.

There is in my view no sound ground for holding that a different construction should be put upon similar words in an Act or that the sense would be different in an Act. Further by section 145 of General Clauses Act, 1897, such a power, given by Act, may be exercised by the Government from time to time as occasion requires.

I am therefore of opinion that a further extension can be allowed under the Act.

(Sd.) L. P. Pugh.

February 26th, 1906.

At a special meeting of the Calcutta University, held on the 24th February, The Hon. Babu Bhupendra Nath Basu moved:—"That the Syndicate be asked to reconsider their resolution of the 2nd February, 1906, relating to the appointment of authors of 'Keys,' 'Guide-books,' &c., as Examiners, and to submit a practicable scheme of working their resolution, should they continue to think that such a resolution is necessary or desirable."

Dr. S. P. Sarbadhicary seconded the motion, but after a short discussion the mover asked for leave to withdraw.

The Senate agreed to the withdrawal of the motion by 29 votes to 10 votes.

A meeting of the Senate was held at the Senate House, College Square, on the February, at 4.45 P.M. Sir Alexander Pedler, Vice-Chancellor, presided.

DRAFT REGULATIONS IN LAW.

The first item of business was to consider the Draft Regulations relating to the examination in Law.

Mr. Justice Mitter moved that the regulations be adopted.

Sir Guru Dass Banerjee seconded the motion, which was carried.

DRAFT REGULATIONS IN MEDICINE.

The next item was to consider the draft regulations relating to examinations in Medicine.

Dr. Harris moved that the regulations be adopted.

Dr. Upendra Nath Brahmachari seconded the motion.

Col. Lukis wanted to know whether he was in order in moving an amendment to the effect that in para. 1 after the words "not less than" the word "six" be substituted "for five."

Dr. S. C. Sarvadikari took a preliminary objection, and said that such an amendment could not be brought at all. The Vice-Chancellor said that any question might be re-opened after a period of six months. He moved that such a resolution was in order.

Col. Lukis then moved that in draft regulations (iii) Medicine Page 1—Bachelor of Medicine.

Para. 1 (i) After the words "not less than" substitute "six" for "five"

Para. 1 (ii) (c) After the words "not less than" substitute "three" for "two"

Amendment II. Final M. B. Examination—Page 18—Para 19 (a) after the words "at least" substitute "three" for "two"

After a good deal of discussion, the amendment of Dr. Lukis was put to the vote and lost, 12 voting for and 22 against it.

At an adjourned meeting of the Senate of the Calcutta University, held on the 10th March, the Vice-Chancellor said that before proceeding to the business of the meeting he should like to read a letter which he received on Friday evening at half past seven, so that there was no time to have it printed and circulated. It was a letter in reply to their request of a fortnight ago in which they asked that the legal aspect of the Advocate-General's decision should be reconsidered. The letter was as follows:—

From

H. H. Risely, Esq., C.S.I., C.I.E.,
Secretary to the Government of India,

To

The Registrar,
Calcutta University,
Calcutta,
the 9th March, 1906.

SIR,

"I am directed to acknowledge receipt of your letter No. 1375 of 26th February, 1906, submitting for the information of the Government of India a resolution by the Senate relating to their request for the further extension of the period fixed for the preparation of revised regulations under Section 26 of the Indian Universities Act, 1904. In reply I am to explain that the Government of India have pronounced no decision in the matter, but have merely communicated to the Senate an interpretation of the law governing the subject which the Governor-General in Council is bound to accept as authoritative. In those circumstances the Government of India feel that they are precluded from adopting any course of action which would be inconsistent with the legal construction laid down by the Advocate-General."

The meeting then proceeded to consider the general rules regulating the residence of students in hostels and messes.

We make the following recommendations about the constitution of the Council:—

I. The Council should consist of:

- One President,
- One or more Vice-Presidents,
- Two Secretaries,
- One Treasurer,

and two classes of members, viz.:—

1. Honorary Members.
2. Ordinary Members whose number should not exceed 150 or fall short of 50.

The Managing Committee of the Council should consist of the President, the two Secretaries, the Treasurer and a number of members to be nominated or elected annually according to Section XI.

II. The Council should be registered under Act XXI of 1860.

III. Qualifications of Members.

Members should be selected from among:

1. Donors;
2. Distinguished Scholars;
3. Principals and Professors of Educational Institutions;
4. Specialists in different branches of studies;
5. Persons distinguished for their public services;
6. Distinguished Professional Men;
7. Graduates;
8. Members of Learned Societies, regard being had to the adequate representation of the different sections of the community, as far as possible.

APPOINTMENT OF MEMBERS.

IV. The first batch of members numbering... should be appointed at a Conference. All subsequent appointments should be made by the Council except that a donor of any sum of money exceeding Rs. 25,000 should be entitled to nominate any person possessing the requisite qualification to be a member of the Council, and a donor of any sum from 2 to 4 lakhs of rupees should be entitled to nominate two members; and a donor of any sum over 4 lakhs of rupees should be entitled to nominate three members; but no donor should have the right to nominate more than 3 persons, whatever the amount of his donation might be. A donor might nominate himself.

FILLING UP OF VACANCIES.

V. The Council may fill vacancies and add to its number (but so as not to exceed the maximum of 150) by the election of new or additional members at any meeting of the Council by a majority vote. For this purpose the Council should accept the nominations of the Faculties, provided that the number of members appointed on such nomination should not exceed 25 per cent. of the total number of members of the Council.

ELECTION OF MEMBERS.

VI. Qualified registered voters should be entitled to nominate from time to time a certain number of candidates (whose number should never exceed 50 or fall below 15) possessing the requisite qualification for appointment as members by the Council.

Such election should be held as far as possible on

the basis of distribution amongst the districts of the province.

The number of elected members for the different districts should be subject to re-distribution at the discretion of the Council.

The following numbers should be fixed for the present for the different districts:—

Dacca	3
Barisal	2
Mymensing	2
Faridpur	1
Tippera	1
Noakhali	1
Chittagong	1
Pabna and Bogra	1
Rangpur	1
Jalpaiguri and Darjeeling	1
Rajshahi	2
Dinajpur, Malda and Purneah	2
Dhubri, Goalpara, Tezpur, Gauhati and Dibrugarh	2
Sylhet, Cachar, Khasia and Jaintia Hills (including Shillong)	2
Cuttack, Baleswar, Puri and Angul	2
Calcutta	5
24 Parganas	2
Jessore and Khulna	1
Nadia	1
Murshidabad	1
Bhagulpur	1
Monghyr and Santal Parganas	1
Midnapur	1
Howrah and Hooghli	2
Burdwan	1
Bankura and Birbhum	1
Ranchi, Hazaribagh, Purnulia, Singhbhum,	1
Palamow and Sambalpur	1
Patna and Champaran	1
Gaya and Shahabad	1
Muzzaffarpur, Darbhanga and Saran	1
Kuch Bihar	1
Hill Tippera	1
Mayurbhanj	1

QUALIFICATION FOR REGISTRATION AS VOTERS.

VII. A voter must belong to one of the following classes:—

1. Graduates;
2. Pleaders whose rank should not be lower than that of a District Court Pleader;
3. Head Masters of H. C. E. schools or schools of similar standard;
4. Sanskrit, Persian and Arabic Lecturers of Colleges.
5. Heads of Tols or Madrasahs, recognized by the Council.
6. Donors of a sum of not less than Rs. 1000 or subscribers of any sum of not less than Rs. 50 a year.
7. Editors of Newspapers and periodicals.

Each voter must pay the sum of Rs. 5 in advance, being his registration fee for three years.

The minimum number of registered voters in a district of electoral unit exercising the elective franchise not be less than 75.

It should be competent to the Council to extend

the franchise of election to literary, scientific, and other bodies, approved by the Council.

VIII. No right or privilege of any member should be in any way transferable or transmissible except as otherwise provided; but all such rights and privileges should cease upon the member ceasing to be such.

If, however, any of the foundation-donors contributing one lakh of rupees or more dies within a period of twelve years from the date of his contribution, his trustees, or in the absence of trustees, his legal representatives should have the right to exercise the power of nominating members for the unexpired part of that period of twelve years. After the lapse of this period or after the death of any such donor should he live longer than twelve years, he or his trustees or in the absence of trustees his legal representative should not have the right to nominate more than one member, whatever may have been the amount of his donation.

IX. The first batch of members appointed under Section IV should hold office for five years at the end of which period one-fifth of their number should go out by lottery every year and their places filled up by fresh appointments by the Council, or the donors as the case may be till, at the end of the ninth year, the first batch should be replaced by members appointed by the Council.

Nothing in the above rule is to prevent the re-appointment of members.

Elected members should hold office for three years.

Nominees of donors should hold office for three years.

POWERS OF THE COUNCIL.

X. The Council should have the following powers:—

1. To get themselves registered as a corporate body.
2. To hold and dispose of property and to deal with all questions relating to property.
3. To institute and confer Degrees.
4. To accept endowments.
5. To appoint members and to remove them.
6. To affiliate or to disaffiliate colleges and schools.
7. To frame rules and regulations and to make additions to and alterations in them.
8. To appoint Faculties, Boards of Studies and the Board of Accounts.
9. To publish the annual report and accounts.
10. To decide all cases of exemption from existing rules and regulations and
11. To exercise general powers of revision in regard to all decisions of the Executive Committee, made under the provisions of Sec. XII.

No matter should be discussed at a meeting of the Council unless it had been previously submitted to a meeting of the Executive Committee.

No decision, as distinguished from recommendation, of the Executive Committee can be upset by the Council unless by a three-fourths majority of votes at a meeting at which the attendance should not be less than double the number of the Executive Committee for the time being.

In all other matters twenty members should form a quorum at a meeting of the Council and the majority required will be a bare majority.

At a meeting of the Council, voting by proxy may be allowed provided that the same member be not appointed proxy for more than two others.

FACULTIES.

XI. The Council should have power to constitute, abolish or reconstitute Faculties under regulations made in accordance with the constitution.

The Faculties should have the power to recommend:—

1. The Boards of Examiners and individual Examiners for appointment by the Executive Committee.
2. The professors, tutors, demonstrators, teachers, research-workers and scholars for appointment by the Executive Committee.
3. Schemes for opening libraries, laboratories, and museums, &c.

4. In certain cases, text-books and schemes of lectures in the absence of Boards of Studies.

The Faculties should appoint the Boards of Studies.

THE EXECUTIVE COMMITTEE.

XII. The Executive government of the Council should be vested in the Executive Committee which should consist of

The President,
One Vice-President,
Two Secretaries,
The Treasurer,

who should be *ex officio* members of the Executive Committee.

Nominees of donors appointed according to section...

Representatives of the Council—equal in number to the nominees of donors.

XIII. The Executive Committee should be formed annually in the following way:—

(i) The Council should first appoint the office-bearers.

(ii) The Council should next elect as many representatives as the donors should be entitled to nominate according to the next following sub-section.

(iii) The donors should last of all nominate their representatives to the Executive Committee according to the following rules:—

A donor contributing any sum from one lakh to two lakhs of rupees should be entitled to nominate one member of the Executive Committee every year.

A donor contributing any sum from two to four lakhs of rupees should be entitled to nominate two members.

A donor contributing any sum above four lakhs should be entitled to nominate three members.

No donor should be entitled in any case to nominate more than three members.

In the event of a donor being returned by election to the Executive Committee the number of his nominees shall be reduced by one. Foundation-donors contributing one lakh and upwards, should have the right to nominate members to the Executive Committee during their life. If, however, any of them dies within a period of twelve years from the time of

his contribution, his trustees and legal representatives should have the right to exercise this power for the unexpired part of that period of twelve years. After the lapse of this period or after the death of any such donor, should he live longer than twelve years, he or his trustees and legal representatives should not have the right to nominate more than one member, whatever may be the amount of his donation.

The number of professional teachers (including proprietors) of colleges affiliated either to any of the existing Universities or to the National Council of Education, should not exceed in the aggregate one-third of the total number of members of the Executive Committee (including office-bearers).

The number of professional teachers (including proprietors) of colleges affiliated to the existing Universities on the Executive Committee should not exceed the number of teachers of Institutions affiliated to the National Council of Education on that Committee.

POWERS OF THE EXECUTIVE COMMITTEE.

XIV. The Executive Committee should be vested with the following powers:—

(A) 1. To decide all matters relating to the conduct of—

(a) Inspection of schools and colleges according to regulations passed by the Council.

(b) Examination according to regulations passed by the Council.

(c) Teaching according to regulations passed by the Council.

2. The Executive Committee should also decide all matters relating to the selection of text-books and the appointment of Professors, Tutors, Teachers, Research-workers, Demonstrators and Scholars according to the recommendations of the Boards of Studies or Faculties, but such matters may be referred back to the Boards or Faculties with an expression of their opinion.

3. Subject to the revision by the Council according to Section X, the Executive Committee should also decide all other matters that do not fall within the powers of the Council as defined in Section X.

(B) As regards the following matters, the Executive Committee should have the power to submit their recommendations and opinions to the Council.

1. Affiliation and disaffiliation of colleges and institutions and recognition of schools.

2. Acceptance of endowments.

3. Investment of funds, disposal of property and purchase of property.

4. Institution and conferring of Degrees.

5. Exemptions from existing Rules and Regulations.

XV. The Executive Committee should be responsible to the Council for the accounts.

XVI. Not less than one-half of the number of members on the Executive Committee should form the quorum for a meeting of that body.

A NOTE ON SOME SPECIAL FEATURES OF THE SCHEME OF NATIONAL EDUCATION SUBMITTED BY THE PROVISIONAL COMMITTEE OF THE NATIONAL COUNCIL OF EDUCATION.

The scheme of National Education submitted by the Provisional Committee has the following special features:—

1. The scheme lays just importance on the awakening of the powers of observation and thought by means of Object Lessons.

2. It seeks to make education pleasant to the learner by prescribing lessons so as alternately to satisfy and stimulate natural curiosity.

3. It seeks to make education easy by imparting it through the medium of the learner's vernacular.

4. It seeks to make education real by insisting on the learner's acquiring a knowledge of things and thoughts and not merely of words and sentences which are only their verbal expression.

5. It seeks to save the learner's time by arranging the course of study so as to enable him to master in 5 years, after finishing his Primary Education, what he now takes 7 years to learn, the standard for the 5th year being equal to the present Entrance Standard of the Calcutta University, and that for the 6th and 7th years, being equal to the standard for its Intermediate Examination in Arts, attainable under the existing system only after 9 years' study.

This saving of time will be the result of imparting knowledge through the medium of the student's vernacular and of excluding from the course of study the encumbrance of unnecessary difficulties and unimportant details.

6. The scheme facilitates Technical Education by providing for its being taken up at three different stages of the learner's progress, namely:—

(1) At the end of the Primary Course (i.e., at the age of 9 years).

(2) At the end of the 5th year of the Secondary Course (i.e., at the age of 14 years).

(3) At the end of the 7th year or the completion of the Secondary Course (i.e., at the age of 16 years).

7. The scheme specializes the collegiate course to a much greater extent than that under the existing system and thus affords better facilities for higher education to students who are excluded from it now by reason of their being required to attain proficiency in a multiplicity of subjects.

8. The scheme reduces within the narrowest limits the number of public examinations, which are a severe strain on students, and are hindrances rather than helps to real study.

9. The scheme provides for moral education by requiring Teachers and Professors to avail themselves of every opportunity, afforded by the ordinary lessons in imparting it and by requiring the enforcement of strict discipline in accordance with the best traditions of the country. The scheme also provides for Physical Education and Religious Education subject to certain conditions.

10. The scheme, as a whole, seeks, on its Liberal side, to train students intellectually and morally so as to mould their character according to the highest national ideals: and on its Technical side, to train

them so as to qualify them for developing the natural resource of the country and increasing its material wealth.

The adjourned meeting of the Senate was held on Wednesday, the 14th March, at 5 p.m. Sir Alexander Pedler, Vice-Chancellor, was in the chair.

The proceedings commenced with Dr. Kedar Nath Das moving the following:—

"That a new section with the heading Convocation for conferring Degrees be added after para. 60 of the Rules relating to the Senate."

Mr. S. Mahalanovis seconded the motion. It was put to the vote and carried.

On the motion of Dr. Kedar Nath Das, which was amended by Sir Gurudas Banerjee, the amendment being accepted by the mover, the Senate next resolved that "the Syndicates from time to time draw up a body of rules, regulating the proceedings of the Senate." The amendment was seconded by Rai Bahadur Dr. Chuni Lal Bose.

The meeting next proceeded with the consideration of the regulations relating to the Faculties.

Sir Gurudas Banerjee moved:—1. That in regulation 2 relating to the Faculties for the words "to one only" in line 2 be substituted the words "may be assigned to two and not more." After some discussion in which the motion was supported by Messrs. Rash Behari Ghose, Ratcliffe, Father Lafont, Dr. P. K. Roy and others, the motion was put to the vote and carried by a large majority.

The rules relating to the Faculties were all adopted, as amended and slightly altered here and there.

The first rule relating to the Syndicate was then taken up for discussion, which read as follows:—

"The Executive government of the University shall be vested in the Syndicate, which consist of the Vice-Chancellor of the University as Chairman, and the Director of Public Instruction to the Government of Bengal for the time being as *ex-officio* member, and twelve of the *ex-officio* or ordinary Fellows of the University who shall be elected for a period of one year by each of the Faculties from among the assigned Fellows belonging to that Faculty in the following proportion:—

Four by the Faculty of Arts.
Two " " Science
Two " " Law
Two " " Medicine
One " " Engineering
One " " Commerce, Agriculture and Technics.

Mr. Russel moved:

"That in Regulation 1 relating to the Syndicate on p. 10, for "twelve" be substituted "ten" and for—

"Two by the Faculty of Law
Two " " Medicine" be substituted.

"One by the Faculty of Law
One " " Medicine."

The amendment was lost and the original proposition was adopted.

PUNJAB.

It is probable that a Training College for European youths will shortly be opened at the Lawrence Military Asylum, Sanawar.

THE Secretary of State has sanctioned the creation of the post of Professor of Chemistry for the Government College, Lahore.

Foreign Notes.

PROF. JAMES WARD, M.A., Sc.D., LL.D., Professor of Mental Philosophy in Cambridge University, has been appointed Gifford Lecturer in St. Andrews University for 1906-8.

THE death is reported of Dr. William E. Harper, President of the University of Chicago.

MR. C. W. C. OMAN, M.A., F.S.A., Fellow of All Souls and Lecturer of New College, has been appointed Chichele Professor of Modern History in the University of Oxford, in succession to the late Prof. Montague Burrows. For many years he has been Deputy Professor.

LORD MEATH writes:—Those who are interested in the "Empire Day" Movement may like to know that up to the present date some 25,000 Schools throughout the Empire have been reported as having last year observed the 24th May, or as intending to do so this year. These reported figures are far below the real number, and the Day is now practically observed in all portions of the Empire, and the annexed list represents only the information, which up to the present has been received in regard to the matter.

	No. of Schools.
Mother Country ...	6,115
Ontario ...	5,869
Cape Colony ...	3,000
Victoria-Australia ...	2,500
Nova Scotia ...	2,400
New Zealand ...	1,877
New Brunswick ...	1,800
Ceylon ...	550
Tasmania ...	360
British Columbia ...	350
Western Australia ...	321
Mauritius ...	206
Bahamas ...	60
Bermuda ...	50
Natal ...	43
British Honduras ...	39
Southern Rhodesia ...	13

If 100 scholars be calculated as the average number attending each of these schools, the total number of children officially reported as coming under the influence of the movement may be calculated as two millions, five-hundred thousand.

The Educational Review.

The decision of the Madras Senate on the question now before them will settle the future of higher education in the Presidency for a long time to come. It behoves therefore the gentlemen on whom rests the decision to take due thought and settle the question in a way calculated to promote the true interests of culture.

The *interim* Report submitted by the Committee appointed on the 16th December 1905 bears on its face marks of a compromise come to by two bodies of men. The Committee was composed partly of men who seem to be under the impression that the University has been carrying on an iniquitous campaign against students, that the curricula of studies are overloaded, that there must be therefore an immediate easing of the burden laid on the candidates for examinations; and partly of men who are for thoroughness of instruction and soundness of methods. To both it appeared to be good to have fewer subjects to study and to have a more thorough study of the subjects than is possible with a larger number of them. It is another application of the phrase we have heard in connection with the Universities reform—less breadth and more depth: the earlier application meant if there should be fewer men educated, as it was feared there might be, these would be better educated. Now the Committee's recommendation is in effect that if fewer subjects be taken up these would be more thoroughly studied.

We may state at once that our sympathies are with both the sections of the Committee. We should like to have the examination burden lightened as far as it can be done, and

thoroughness and soundness of teaching promoted. We should at the same time deprecate the adoption of any scheme of studies that would have the ultimate effect of depreciating the Madras degrees and turning out men less fitted to discharge efficiently the duties of citizenship.

Such would be the result however if the recommendations were adopted *en bloc*. Fancy one proceeding to the Language Honours in English and two languages. Such a graduate will have no knowledge of Science, no more knowledge of history than that required for the Matriculation Examination, no higher mathematics than that for Matriculation, no knowledge of Greek or Roman History. This is carrying specialism too far. Specialisation after Matriculation in German Universities or other universities is well enough. The University students there are youths of 18 and 19 and they have laid a broad basis of culture. In the English Universities the Matriculates reach something like the present F. A. standard, and in the German Universities, the present B. A. standard. Specialisation at this stage will not come amiss. Here in the Madras University course of studies it is too early to specialise in the stage immediately following the entrance examination. If the suggested scheme should be adopted without material modifications, there would be manufactured by the University belletristic triflers or dry-as-dust pedants. And we do not want them.

We trust the good sense of the Madras Senators will be able to bring out after discussion a scheme of studies that would make for liberal culture, a scheme that would bear comparison with other universities. Sir Thomas Raleigh referred to the low opinions that the

Universities elsewhere had of the Indian Universities and of the attainments of their alumni. Is the scheme before the Madras Senators likely to add to the prestige of the University? This is a point of view not to be lost sight of.

Now let us take up the recommendations in order.

The re-introduction of text-books will be welcomed everywhere and **The Matriculation Examination:** we hope Government will English. not stand in the way as it did some years back when the Senate made a like recommendation. That the main part of the examination in English should be designed to test the 'candidates' power of English composition and be based chiefly on prescribed texts, and that there should be an examination in Grammar too, are recommendations accepted by the Senate and are sure to be approved by the teachers.

The simplification of examination in Arithmetic and recognition of **Mathematics.** modern methods in Algebra and the practical side of Geometry are changes in the right direction.

The suggestion of the removal of Science raised a storm of opposition, and many contended for the retention of the subject. The badness of the teaching, the badness of the examination formed more or less the reason why it was proposed to abolish the subject from the Matriculation Examination. In pleading for the retention of Science, Dr. Bourne said that the Matriculation examination so dominated the secondary course that it would be impossible for the department to enforce Science teaching in the High schools unless it was

recognised as one of the subjects of the Matriculation examination. A similar argument was advanced by the advocates of the text-book for the Matriculation examination and yet they were accused of weakness, and uncharitable suggestions were made as to their disciplinary powers because they were unable to enforce the study of text books without the University support. The whirligig of time has wrought its revenges and the Director of Public Instruction has ranged himself on their side.

When the retention of Science was agreed to, the further amendment was accepted that it is desirable to define as far as possible the scope of the examination in these subjects (Science, History and Geography) by drawing up a syllabus or syllabuses.

The suggestion that no separate minimum be required in the group was made to meet the wishes of those who complained of the additional burden, but it was not accepted. We hope it will be brought up at a later stage.

It was a curious thing to see one Indian gentleman after another standing up and speaking against the retention of the

vernacular languages. The current of prejudice ran very strongly against the second language. Some were for removing it because the retention of the Science subject had made the course too heavy, others because it was so badly taught that there was very little learnt, yet others because it did not serve as an intellectual discipline. Again, there was very little to be learnt, said a few, and that could be as well learnt outside college as inside it. And yet the grotesqueness of men eagerly contending with one another to deny to their mother-tongue any place, even the humblest, in a scheme of University education must

have struck everybody. And this at a time when elsewhere people were devising ways and means to have a liberal scheme of education given in the Indian languages. English, more English and even more of it and no vernacular! Falstaff had at least a half-penny worth of bread to the intolerable deal of sack. Our Indian Senators are not for retaining the half-penny worth share of vernacular studies. *Lower than this self-contempt cannot go. The voting showed that the Senate was not ready to side with out and out 'English' advocates; and a second language the vernacular or an allied classical language will form part of the Matriculation course.*

The recommendation that an Intermediate Examination be continued was accepted with the addition "that groups of optional subjects be introduced related to the optional subjects or groups of optional subjects that shall be prescribed for the Degree Course." We should have preferred that the addition were not made. Fears were expressed as to the effect of this addition and the safe thing was to have given no loophole for the ingenuity of interpreters.

The next recommendation to be passed is the course of studies for the Intermediate Examination. It appears to be too thin and does not seem to be a sufficient basis for the B.A. studies. Here again the humanitarian who is for reducing the burden of the examinee would feel alarmed. He forgets that the elements of three or four subjects are easier mastered and that time is given the student for his powers to grow during the two first years; and that a higher degree of proficiency in a few subjects with the necessarily higher standard all round will make the latter end worse than the beginning. If so far the

examiners seemed to have whipped the candidates with whips, in the new scheme the candidates will be whipped with scorpions. This is a side of the scheme that the humanitarian constantly forgets. We are not wedded to any particular course, but we should like to have provision made for a second language—this necessarily classical. The difference that there is in the literatures of the different vernaculars makes anything like a uniformity of standard impossible. And then a subject of disciplinary value, mathematics or logic. And then any one of the following sciences: Physics, Chemistry, Geology, Zoology, Botany, Physiology, Psychology or Economics. Such an intermediate course would be better than the present arrangement.

While admitting the desirability of an Honours Course we should like to have a pretty high standard kept up for it. The Committee recommends giving the M.A. degree to these honours men. It would not be too much to demand a four years' course after the Intermediate Examination. An inter-collegiate system of lectures after the Pass Course would be more feasible than the arrangement now suggested. Even for the present course we cannot say all the colleges are adequately staffed. Considerable improvements will have to be effected in many directions to have the existing courses satisfactorily taught. The additional strain of an Honours Course would be too much for any except Government or Native State colleges.

The Pass Course would in this case be pretty much on the present lines. Only instead of the second language, there must be, for the reason already mentioned, a classical language. The acceptance of the principle

that the Honours Course should be after the Pass Course would make a good part of the remaining recommendations unnecessary.

For the Honours Course compulsory English may be removed and evidence of actual research work will have to be given in each branch taken up.

The acceptance of these suggestions will make advancement possible on safe lines.

The substitution of annual certificates for The Annual term certificates will be a distinct improvement and will remove many cases of hardship. The first term is too short and the second too long, and what is wanting in the attendance of the first term can be made up in the attendance of the second term.

As regards the insistence on the production of fresh certificates from 'failed' candidates, it appears to us the language of the section 19 of the Universities Act, "that he [the candidate] has completed the course of instruction prescribed by regulation," is not inconsistent with the old practice. If much is made of the difference in language used in the Act and the earlier bye-laws and regulations, it is doubtful whether a 'year's course' can be made equivalent to the course of instruction. We should prefer to have the recommendation worded thus:

That candidates for the Matriculation, Intermediate and Pass and Honours Degree Examination be required to present a certificate showing they had completed the course of instruction prescribed when first presenting themselves for the Examination.

It may be desirable to limit the tendency of the Matriculation and Pass 'chances' the Intermediate Examination candidates to appear year after year

Limitation of pass-'chances' the Intermediate Examination candidates to appear year after year

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as 'hardy annuals.' We do not see why there should be restriction as regards the Pass and Honours B.A. Examinations. The final stage must be reached for them and it would be desirable to leave unrestricted their 'chances' of passing the examination.

A *Sufferer* contributes to this number a well-written article on the practical part of the L. T. Degree Examination.

His unlucky experience has to some extent soured his judgment, and we fear his condemnation is too severe. The practical test, as he candidly allows, has its use. Neither is its result, so far as we know, very much at variance with the deserts of the candidates. Certainly our contributor's dictum—the oftener one fails the stronger is the proof of one's ability as teacher—is egregiously incorrect. We happen to know many of these often-failing teachers, the hardy annuals, as they are called by one of the examiners, himself, thanks to the Syndicate, 'a hardy annual as an examiner. These candidates have appeared before different Boards of Examiners who do not compare notes with and influence one another, and among whom there is no professional *esprit de corps* such as may be supposed to vitiate the conclusions of certain other Boards which need not be named. The adverse pronouncement of one Board may be wrong; but when several Boards agree in rejecting a particular candidate, he must be held, in nine cases out of ten, to have mistaken his calling. There is one person in the education department who was a popular and successful teacher, but who failed seven times like the immortal Bruce and the immortal spider before he could become a Licentiate in Teaching. His, however, is a solitary case. Most candidates, be it remembered, are either decidedly good or decidedly bad; and they

get their due unless indeed the Board judging them happens to be decidedly crotchety. Only a few cases are difficult to decide, lying on the narrow margin which affords scope for the idiosyncrasies of examiners. With regard to these it may be taken for granted that the anxiety of the Boards to be just will lead them to pass many that ought to be rejected rather than to reject any one that ought to be passed. We doubt whether, since the inception of the L. T. Degree, even half-a-dozen teachers of real merit have failed to reach it.

This, however, is far from saying that the L. T. examination is a perfect means of judging a candidate's fitness for the teacher's profession. The higher qualities required in the moulder of the young, character, sympathy, individuality, enthusiasm, cannot be discovered; and without these the most correct methods in the world are good-for-nothing. Even the candidate's intellectual attainments, the quality and quantity of knowledge he has of the subjects that he has to teach, the examiners have no chance of finding out. What the practical test can bring out is the teacher's judgment in choosing suitable matter, illustrations, and language, his capacity to interest and impress, his ability to command attention and stimulate thought. Big as these expressions sound, the realities corresponding to them are not easily displayed or accurately appraised in half-an-hour's teaching conducted in unfamiliar surroundings and in a great hurry, often, as *A Sufferer* puts it, with a halter round the neck. Unfortunately also, coaching and cramming have begun to vitiate the practical test. The precise matter to be taught, the words of introduction, summary, and explanation, the form and order of the questions to be asked, the things to be put on the B.B.,—all these can be got up for the occasion through extraneous help and by

a preliminary trial or two. There is thus no guarantee that the candidate's performance is genuine, and the practical test is inconclusive even as regards those minor qualifications of the teacher which alone at the very best it is capable of discovering. After all, many men who break down in a half-hour's test produce excellent results in the course of time by steady, earnest, and conscientious work. Left to themselves with their pupils they communicate knowledge, not by approved methods or in pleasing ways it may be, but efficiently and to good purpose. Without doubt there are a number of teachers who have some striking defects which disqualify them for the L. T. Degree in the eyes of the examiners, but who in their own places are able, notwithstanding these defects, to achieve good results by reason of their industry, zeal, or character. Without doubt too there are a number of teachers whom any L. T. Board would readily pass, but whom unsteadiness, a low sense of duty, or a love of ease renders absolutely unfit for the profession. These defects, however, are shared by all examinations; and the lesson to be learned is, not that the L. T. is a useless Degree, but that it should be supplemented by another diploma or licence to be granted, say, to teachers of 5 years' standing on the recommendation of the heads of institutions supported by inspectors. This, we consider, is a desideratum.

A weak point in the present method of conducting the practical test is the existence of several Boards, each sitting apart and deciding the fates of a certain number of candidates. The Syndicate issues no instructions, nor do the examiners consult together and aim at a uniform standard. It is not improbable that some examiners have no notion of the theory of teaching and trust solely to the light of nature for guidance in their

responsible task. If each examiner were asked to write a short report on the performance of each candidate, and not merely assign marks under printed headings, some guarantee would be provided that caprice and crotchet were not too powerful. After a few years during which such reports were written, a few general principles might be evolved which would be helpful to examiners and examinees alike. At present there is considerable truth in our contributor's complaint that different examiners have different requirements; candidates that fail before one Board may well plead that they would have fared differently before another. Exact identity of standard is of course unattainable; but the present haphazard, rough-and-ready measure of justice is not what a University should acquiesce in, and we trust that the Arts Faculty under the new regime will thresh the matter out and arrive at a satisfactory solution.

L. T. examinees have another grievance at present: when they do their best and fail, they must in common fairness be told why. If the idea is that they should profit by their failure, the examiners must be directed to take the candidates into their confidence and tell them frankly in what respects they were not satisfied. Teachers seldom see their own defects and ought to feel thankful for such hints, if given with courtesy and sympathy.

A word must also be said about the examiners. For some years only Europeans were appointed; then slowly one Indian was taken, and afterwards more,—until now a rule is discernible that one-half of the examiners should be Indians. If this is really meant to be a rule, the Syndicate had better lay it down clearly, for it would prevent such a palpably 'homogeneous' composition as the Board had on the sixth (or additional) day of this year's examination. Care should also be

taken that the examiners inspire confidence by their character and reputation for teaching power; the appointment should not become a means of relieving pecuniary distress or redressing official wrongs.

An important meeting of the Council was held on the 11th March and accepted the report of the National Council of Education, Bengal, of the Ways and Means Committee. The chief recommendations are to the effect that education should be imparted through the vernaculars and that suitable text-books should be prepared in the vernaculars; that physical, moral and religious education should be promoted; that particular attention should be paid to a knowledge of the country, its literature, history and philosophy and assimilation be made of the best ideals of the East and the West, that scientific, professional and technical education should be imparted chiefly in those branches of Science, Arts and Industries best calculated to develop the material resources of the country and to satisfy its wants, that the scientific truths discoverable in Indian systems of medicine, &c., be also learnt and that a high standard of proficiency and of discipline be insisted upon. The special advantages claimed for the scheme are: it makes education easy by imparting it through the vernacular, makes it real by insisting on the learner's acquiring a knowledge of *things* and *thoughts* and not of words and sentences, saves the time spent in learning by a proper arrangement of courses of study, limits the number of examinations, trains the students morally and intellectually so as to mould their character according to the highest national ideals, and trains them on the technical side so as to qualify them for developing the natural resource of the country and increas-

ing its material wealth. The saving of intellectual effort wasted now in learning everything through a foreign language is a real gain, and there is nothing exaggerated in the claim made for a rational system of education undertaken on right lines. Watching the movement from this distance we can say nothing as to how far the picture presented corresponds to the reality. The experiment our brethren in Bengal are making is a momentous one and the interests staked on its success are of the most vital sort.

A full report of the proceedings of the meeting appears in the local notes.

It has been ruled that no further extension of time will be granted the University of Calcutta.

The University of Calcutta cannot be submitted, and without the Regulations to be submitted according to section 26 of the Act. The legal opinion is not unanimous on the point. All the same the Government of India can accept as Recommendations what it may not accept technically as Regulations—following in this the Government of Madras. The University is busy passing as many of the regulations as it conveniently can. One of these is that a Fellow can be on more than one Faculty. Madras alone has, unlike Bombay and Calcutta, the distinction of having each Fellow in only one Faculty.

Complaints have often been made that Professors then and now do not know as intimately their students now-a-days as those of an earlier generation did. In answer to them, it may be mentioned that the number of students has increased and only men of exceptional memory and capacity are able to know them as they ought to. Principal Sharp referred to the smaller numbers and the picked character of the earlier generation of students in his Elphinstone address, and Sir Alexander Pedler complained in his last Convocation Address that the increase in the staff of colleges has not way followed and kept pace with the increase in the number of college students. While something of the lack of intimacy may be justly ascribed to this cause, something may be put down to the social distractions and the growing exclusiveness of the different communities. The professor or teacher who is earnest in his work is not content to judge of his work by the lump but tries the best he can to know the individual student. Some succeed gloriously, others do not. All the same it must be recognised that attempts are made to get at the unofficial side of the student. With the growth of hostels it may be expected there will be more of mutual knowledge of the teacher and the taught than there is now; and Sir A. Pedler's wish may be fulfilled that the relation between the college professor and the student will be like that between guru and disciple. A little sympathy and kindness is all that is needed and those who cannot spare it for the students have mistaken their vocation.

The appointment of Mr. J. A. Yates to the Indian Educational Service may be welcomed as a recognition of good work in private service, though one may regret that such substantial recognition is not afforded to Indians who have laboured usefully in the same field. Mr. Yates threw himself heart and soul into the work of Pachaiyappa's College. Affable and considerate, he endeared himself to his assistants and his pupils. The entertainment in his honour held a few days after his ceasing to be Principal was marked by the genuine enthusiasm of young men part-

ing from a well-beloved friend. So far as he was allowed, he identified himself with the institution, and strove hard to elevate it in all possible ways. The hostels, the dramatic association, the status of the staff, and more than anything else, the teaching of English received the benefit of his creative or reforming activity. The public will be glad that such an earnest labourer is not removed from the field of Madras Education.

We once before ventured to ask, and we are constrained once more to ask, why are there so few first classes in the Matriculation? It has been suggested that 60 p. c. is perhaps too high a minimum, that a large number of candidates obtain between 50 and 60 p. c., and that this accounts for the deficiency in the first class. Since 50 p. c. ceased to qualify for it. This is no doubt partly true. But we suspect also that the marking has become too severe, though we are unable to say in what manner or measure. The subject, however, is of some importance, and we would draw the attention of the authorities to it. A meeting or two of the different Boards of Examiners ought to be able to sift the matter thoroughly, and save the heartache of of many promising lads.

With this number we take leave of our readers. We need not say we appreciated highly the privilege we enjoyed for the last two years and more of having our 'say' month after month on the educational topics of the day. We have done our best to present educational questions from the Indian point of view. For there is an Indian point of view in matters educational as in other things. Any pose of an impartial spectator having no bias this way or that was beyond

us and we have never attempted such ventriloquism. Fair and fearless criticism has been the ideal we tried to follow. How far we succeeded and how far we failed in it is for others to judge. We have done our level best to maintain the tone that characterised the *Review* from its start under Mr. Denham. We should feel gratified if we hand the *Review* to our successor, its power for good undiminished and its reputation for fairness unsullied.

[The following note has just reached us. As it seems to be a piece of impartial criticism, we insert it here, though we do not wish to be held responsible for the opinions expressed therein. The fact that we have been and are officially connected with Pachaiyappa's ought not to close the columns of the *Review* to *bonâ fide* criticism of the institution.]

PACHAIYAPPA'S COLLEGE.

The occasion of Mr. Yates' departure from Pachaiyappa's has been used by certain people for renewing an old attack on the good faith and efficiency of the Trustees of the only 'national' college in South India. That the word *national* is not yet applicable to the college, Mr. Yates himself pointed out in replying to his farewell address. It is open only to caste-Hindus, and we may add that the policy of the Trustees, in so far as any policy may be gathered from their overt acts, does not bear marks of having been guided by any anxious solicitude for national interests. The force of this charge, however, is greatly diminished when we remember that it can be brought with equal justice against many another institution which is the avowed guardian of national interests. That many of the predecessors of Mr. Yates like himself resigned the Principalship of the college after a short term of office is urged against the Trustees as a proof of their unwise parsimony or of their

perverse management. Certainly the Trustees cannot in fairness be accused of niggardliness in their treatment of the Principal. The college is a losing concern and is largely maintained at the expense of the High school. It is too much to expect the Trustees to increase the emoluments of the Principal so as to place him above the attractions of Government or State service. The other charge is more difficult to answer,—that of undue interference, annoying criticism, and wilful obstruction. One thing must be said. These are not uncommon among Indian managers. School-management and school organization are comparatively new in this country; and Government which aids private institutions looks so entirely to managers that they easily fancy themselves responsible for everything. The tradition that allows an English *Even the case of the Regent's freedom* except in the according to section 26 of the Act. The legal *no master* complete *no master* in large matters of policy or finance and that makes it possible for a man of individuality to impress his stamp on every detail of school work is entirely absent. The Department has not yet stepped in to regulate the relations of managers to teachers. Where it has done so, it has committed the fatal mistake of exalting the managers. No wonder they fancy themselves a species apart and are occasionally anxious, as an Inspector of Schools publicly stated, to display their authority. And if Principals come and go frequently while the Trustees stay, is it not to be expected that too much power will be concentrated in their hands? Besides, one other thing has to be remembered in connexion with Pachaiyappa's. The Principal, being a European and new to the country, is never in a position to know persons and things at first hand; he speedily gets into the hands of smooth and smiling satellites who are not likely to give him the most disinterested guidance. His

likes and dislikes are sharply accentuated. It is well-known that the natives whom Englishmen favour most are not the best men in society. Managers may have something to be said in their favour if they refuse to record a ready assent to proposals and recommendations which their more intimate knowledge can so easily assail.

The above is only to be understood as a fair statement of the case for a body of people who are now maligned. Not that we hold them free of blame. Their defects are grievous. Their conduct is often injurious to the real interests of the college. In appreciation of indigenous talent, in subordination of private prejudices and caste partialities, in prompt disposal of business, in real zeal for education, in the cherishing of high ideals, in anxiety to associate the *talent in the management in the high minded* desire to make the institution at all costs redound to the credit as well as the benefit of the community,—in these directions alas! their shortcomings are lamentable. But their constitution is to blame. It is high time this was revised by the High Court or the Board of Revenue so as to make it fit in with the needs and ideals of the present time. For one thing no Trustee ought to hold office indefinitely. Besides a weary stagnation of policy, each Trustee acquires as he goes along an increasing mass of prejudices, partialities and fixed notions, which prevent his understanding fresh ideas and even interfere with his notions of justice. Instead of abusing the present Trustees, let the public demand a thorough revision of the constitution of the Board. A straw shows which way the wind blows. What is the full numerical strength of the Board of Trustees as provided for in the constitution? How long was there a full complement? When did it cease to be?

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EUROPEAN SCHOOLS AND THE NEW CODE.

THE long expected Code for European Schools has at last appeared. Probably the serious illness of the Director-General of Education may have caused some delay, but it is more probable that after the Draft Code was circulated to local Governments for criticism of the *the curriculum* during the closing months of 1905, so much went up to Simla in the shape of amendment that time has been needed for the sifting out of the great mass of criticism.

The Madras Government seems to have succeeded in getting some alterations made in the body of the Code and on these alterations it is to be congratulated. It has no responsibility for the faults and shortcomings of the Code, while it has succeeded in improving on the original draft. It now remains for the Managers of European Schools and the Department cordially to co-operate in making the best of the Code. It has its defects like all other human institutions. Some are on the surface, others time will show. No doubt in a year or two after the Code has had a fair trial, the Government of India will be prepared to consider suggestions with a view to amending the Code. In all probability it will be found that the advantages will immeasurably outweigh the disadvantages.

XII

The reasons for a special Grant-in-aid Code for European Schools are many and *weighty*, but the existence of a Special Code does not imply that among those reasons must be placed any neglect of European Schools in the past. Though it is common talk in the community for which European Schools exist, that Government has done more for the native than for the European or Eurasian, the assertion is often made without any reference to facts. Experts are very doubtful if the statement can be proved. All Government institutions are open to all classes. The truth seems to be, as Lord Ampthill said, that the Eurasian community is not able to utilise to the full even the help which Government has given in the past. If the matter were gone into, we feel certain that Government would be found to have spent a larger sum per head on Eurasian children than on native. The expenditure per head is of course greater in European Schools.

The sole drawbacks to which the Eurasian community has been subject in educational matters are those to which any small community is liable. Its special needs are apt to be overlooked. The Grant-in-aid Code, schemes of examinations, examination papers, text-books, all mainly have reference to the needs of the native student, and sometimes this oversight had serious results. For instance the old Grant-in-aid Code could not

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give to European Schools the help required if they were to be maintained efficiently.

That the special needs of European Schools have at length been recognized, is a great advance.

Another step taken two years ago was decidedly beneficial; we refer to the appointment of a separate Inspector for European Schools. Unfortunately the step taken was not thorough. An Inspector for European Boys' Schools was appointed, but the Girls' Schools are still left under the various Inspectresses, who therefore still inspect and control both European and Native Girls' Schools. The disadvantage of this arrangement is that there is a tendency to overlook the community of interests between the Boys' Schools and the Girls' Schools.

The New Code not only recognizes the special needs of European Schools as regards Grants-in-Aid, scholarships and the like, but goes much further, and cuts off European Schools from the general educational system of the country. No doubt this has been done deliberately after careful consideration, and no doubt the scheme will be popular with the community. But if we take a long view of the situation, is it right thus to shut off European Schools in their own special enclosure, with their own curriculum, scholarships, and so forth? Will it not lead the community to feel still more than in the past that it has special claims on Government? The one thing the domiciled European and Eurasian ought not to have is special petting, and the institution of a special European School system seems likely to foster and not to do away with the idea that he ought to have it. The Mahomedans have for a long time received special concessions in the shape of half fees, while of late enormous sums have been spent

on Mahomedan Education, but the results do not seem to be satisfactory. The petting has not accomplished anything. It seems to us that when special grants, scholarships, etc., have been made, the European Schools should find their place inside and not outside the general educational scheme of the country.

The European and Eurasian have in the official or commercial world to associate with Indians, and the process of acquaintance may well begin in early life. The opportunities for making such acquaintance are even now all too few. An entirely separate school system is likely to breed a spirit that will make the chance of such acquaintance smaller still. However all these points have presumably, been considered and the decision is that the good of a separate school system outweighs the evil.

We pass on to the provisions of the Code. Hitherto the term 'European School' has been given considerable latitude. Hitherto the proportion of Europeans in a European School has not affected the grant and has, and this only during the past two years, only decided whether the school is to be under the control of the Inspector for European Schools or under that of the Inspector of the Circle in which the school happens to be. Fifty per cent. was the percentage of European children entitling a school to be regarded as a European School. Under the New Code the number of non-Europeans is not to exceed fifteen per cent. and this will affect some Madras schools hitherto regarded as European. Grants-in-aid are to be of the following kinds:—

- (a) Ordinary grants based on attendance.
- (b) Supplementary grants, when the ordinary grants are insufficient.
- (c) Fixed grants to take the place of ordinary and supplemental grants.

(d) Boarding grants for orphanages, the indigent, etc.

(e) Cadet grants.

(f) Special grants.

(g) Grants to night schools.

(h) Building grants.

The revolutionary change in the system of grants is the proportioning of grants to the number of children attending the school. It has been of course the practice hitherto to proportion grants to salaries or else to results obtained at the inspection. Now the proportioning of grants to numbers of pupils is fair enough in the case of a dense homogeneous population. Here the law of averages obtains, and the number attending any particular school is not likely to fluctuate widely or frequently. For instance in Madras, all institutions to which natives go, can look forward with confidence not merely to a maintenance of numbers but to a steady increase. There is an immense reservoir behind every school. Only a low percentage of children are attending school and with the spread of education the reservoir will be tapped.

There is no such reservoir behind a European School. All children, except those in the lowest stratum are already attending school. In so small a population fluctuations in number are frequent and severe. While other institutions in Madras have gone ahead steadily in numbers, the institutions for European Boys have gone down in numbers for several years past. The only rational explanation is that the number of boys of a school-going age is declining. Now how does a system of proportioning grants to the number of pupils work in the case of a school of this kind? In this way: when the school is well attended and the fee income is presum-

ably going up, then the Grant-in-aid increases in proportion. When the numbers decline and the fee income decreases, which is just the time when the management need liberal help if the school is not to collapse, the new system of grants will cut down the grant. Truly an example of the saying that to him that hath shall be given, and from that hath not shall be taken away even that he hath.

It is a matter for great congratulation that in the new code as published in the *Fort St. George Gazette* appear the words under (a), (b), "This method will not come into force at present."

Also, in order to get the full ordinary grants a school must hold at least 380 full school meetings a year; a full school meeting is defined as a period of two hours of continuous secular instruction. Allowance is to be made for epidemics or other unavoidable causes, when a school is closed. Building grants shall not ordinarily exceed one half the total cost. This is very generous treatment.

In the chapter relating to teachers and certificates there are some novelties. Every teacher is to be engaged under a written agreement. This probably already is the custom in most European Schools, but the agreement is to be terminable on either side with reasonable notice (one term's notice may be considered reasonable), and a teacher who considers himself unjustly dismissed should be permitted to make a representation to the Director.

The usual notice as regards teachers in the lower classes has been one month. They will probably not relish having to give a term's notice. Perhaps the greatest sinner, though quite unintentionally, in the matter of:

short notices is Government itself. Young men apply to be taken on in Government service. Their names are put in a register; meanwhile they go on teaching. Then one fine day they are notified that they must join at once. How are they to give a month's notice? Some one will say that is just the very kind of teacher you want to get rid of. He is not making teaching his profession but a mere stop-gap. Quite so, my dear Sir, but how many of this class have we not had, and been glad, in the absence of other men, to have? The appeal to the Director seems equitable. It is not likely in actual practice to be frequently made use of. European teachers receive much consideration because of their rarity. In commerce when a merchant knows that if he dismisses a clerk he will have five hundred applications for the vacancy, he may well be hasty and inconsiderate. A man who dismisses an employé and has very small likelihood of getting one as good, is likely to be cautious. As regards Teachers' Certificates, the Government of India seem to have given up the idea of having European trained teachers. There is no encouragement given to teachers to undergo a regular course of training. In fact since grants are not any longer to be roughly proportioned to salaries, taking into account academic qualifications, certificates, &c., as in the past, one of the main inducements to managers to lay stress on training and to teachers to undergo it has disappeared.

Under the new system a candidate for any grade certificate will have to teach for two years under the special observation of the Inspector. At the end of this period, if the Inspector is satisfied with his methods and his skill in teaching and class-management, the candidate will be required to pass a

written examination in School Management and the Art of Teaching.

No grant is to be paid of account of pupil-teachers, but they may be employed if the staff of the school is complete without them. Then who is going to bother with pupil-teachers? The candidate for a certificate is to teach for two years and fill up his spare time by reading privately in the theory of School Management, &c. He will probably get very little help from his Principal or Headmaster, who, in the first place is far too busy to give anything more than the most casual direction in his studies, and in the second place, is in all probability himself an untrained man who has never read systematically for his profession. Look round the leading European Schools in Southern India. Think of the Principals or Headmasters they have now, and have had in the past. How many of them were either competent or able to find time to direct the reading of a junior master? Then the candidate is to teach under 'the special observation' of the Inspector. How is the Inspector to find time for this? This regulation cannot mean that the Inspector is to confine his observation to his annual visit of inspection. Surely what is intended is that the Inspector should make his observations several times in the course of a year. Now he will have one or two teachers under observation in Madras, one or two at Trichinopoly, another at Rajahmundry, one or two at Coimbatore, Ootacamund, Calicut and so on. How is he to manage to keep these teachers under observation? He has plenty to do already and cannot find time to visit a school more than once a year. If the idea is that the Inspector is as it were to take a hand in the training of the candidate then he must

visit the school frequently. But if all that is meant is that the Inspector will at his annual inspection hear the candidate teach and make his report on the lessons given by him, then the words 'close observation' are without meaning.

One grave defect in European Schools is the want of well-trained teachers, and it is a blot in the Code that so little is to be attempted with regard to this important matter. Everywhere in the world the untrained teacher is apt to be quite satisfied with himself. Not knowing any better, not having associated in a training college with better men than himself, he thinks himself quite up to the average, if not indeed above it. Even the European or Eurasian teacher is not exempt from this weakness, and the Code seems likely to foster it. It would have been worth almost any expenditure in reason to devise a plan by which European Schools could have been encouraged and aided to provide a real training for their younger teachers at the Government Training Colleges.

As regards examinations, there will be held for the purposes (1) of awarding scholarships at the conclusion of the Primary, Middle and High Schools Standards, respectively; (2) of testing the attainments of the scholars at the conclusion of their school career on completing the Middle or High School course.

Thus it will be seen that the Primary Examination is held solely for the purpose of awarding scholarships, and will not be a general school examination. This is emphasized by the fact that apparently no fee is to be charged to competitors. The Middle and High School Examinations are held both for the purpose of awarding scholarships and of testing attainments of pupils in general. The

examinations are to be held towards the end of November in each year, and the examination fee is to be Rs. 10 and Rs. 15 respectively. These seem to be rather high.

Therefore the Middle School Examination, or Lower Secondary Examination, so lately done away with, is, in the case of European Schools, to be re-introduced. Teachers and pupils will be glad, for whatever mischief the late Lower Secondary Examination did in Indian Schools, it suited European boys very well. Its certificates were valued as a means of entrance into the Railway Works, the Telegraph and Cable Departments, etc.

The Middle School and Scholarship Examination requires English and Arithmetic to be taken as compulsory subjects, and allows a choice of not more than six optionals from a list of twelve which includes Drawing and (for girls only) Domestic Economy. Similarly the High School and Scholarship Examination again makes English and Arithmetic compulsory and allows a choice of not more than seven from a list of nineteen optional subjects including Physics but not Chemistry, Logic, Trigonometry, Physiology, Drawing and Commercial subjects.

Scholarships are to be awarded at the following rates in the Madras Presidency:

Primary — not less than Rs. 6, nor more than Rs. 8 per annum.

Middle	..	..	10	..	..	12	..
High	..	..	15	..	..	20	..
Collegiate	..	..	20	..	..	30	..
Final	..	..	30	..	..	40	..

The Primary Scholarships are tenable in the Middle School classes, the Middle School Scholarships in the High School classes, and so on.

Chapter XI is devoted to the regulations concerning Training Institutions. It is to be feared that it will remain a dead letter, for

what European School has sufficient resources to enable it to face the heavy expenditure involved in the establishment of a thoroughly efficient Training Institution?

The schedules of courses of study that are appended to the Code are old-fashioned and unsatisfactory. A number of competent teachers are of opinion that Mr. J. H. Stone's syllabus of study in Infant Classes is much superior to that set down in the Code. In fact the curriculum all through has been pronounced to be from ten to twenty years behind the times.

A glaring fault in the curriculum is that particular books are constantly mentioned as defining the extent of the subject. True, it is specifically stated that they are not prescribed and that mention of them does not indicate that they are better than other books of the same class. Still the mischief is done. The teacher and pupil, who are already much too inclined to stick to one book, will read the book mentioned, cheerfully conscious that nothing can be demanded of them that is not in the book. One of the most educative influences, alike for master and pupil, is the habitual handling of many books, and anything that narrows the already slight acquaintance with books does harm. Further, the curriculum actually prescribes two books, Macmillan's Latin Course and Gill's Practical Geometry. Macmillan's Latin book is a good book, but there are others as good. It is not easy to see what justification there is in the preference of the books of particular firms. As regards books that are mentioned, not necessarily prescribed, Macmillan and Longmans practically share the field between them. Probably other enterprising British firms will have something to say to this arrangement.

Algebra, Euclid and Mensuration, all three of which are compulsory for boys only, are to be begun in Standard V.

In Poetry the learning of four lines weekly is enjoined in Standards I and II, of eight lines in Standard III, of twelve lines in Standard IV. These tasks in themselves present no difficulty, but it is greatly to be desired that it should be authoritatively stated that children will not be required to have the year's work at the tip of the tongue when the Inspector is due. To learn (and forget) eight lines a week is an easy task. To keep over three hundred lines in recollection is not easy, and the attempt to require it may easily lead to over-pressure.

This article has criticized the Code freely. It is a pity that the Draft Code as a whole was not circulated for remark before being put into operation. It is also a pity that the Code is to come into operation at once, nay is already in operation. The Code might well have been made operative from say the 1st July or 1st January next. As things are, a considerable dislocation of the year's work is inevitable. No doubt, as has been remarked above, after experience has been gained, the Code will be subject to modification. Under it European Schools may make a great advance. They are in want of three things, money, good teachers, and more pupils. The first the Code seems likely to give. It seems to hold out little promise as regards the second, except in so far as more liberal money-grants may make the teaching profession more attractive to Europeans and Eurasians. As regards the third, want of pupils, there does seem to be in Madras City at any rate a scarcity of boys and an abundance of girls. One crying need is concentration. There are too many schools for Europeans in Madras

City in particular, and in the Presidency in general. Primary and Lower Secondary Schools are here excluded. The Churches and Railways are more or less bound to maintain a certain number of these, but there are too many High Schools for Europeans. Bangalore has four such schools for boys; Madras three. Madras has five or six schools for European Girls. The religious difficulty is of course at the bottom, as it is everywhere where the Englishman goes. On the money that Government even under the old code gave to these too numerous, weakly equipped and partially filled schools, a smaller number of schools, well-found in every particular, could have thriven. One wonders when Government, which has no interest in the propagation of particular 'isms,' will make an effort to check the present palpable waste of money and energy. To take illustrations that will hurt nobody, it may be delightful to see the young trained as little Salvationists, little Seventh-Day Adventists, and so on, but it is difficult to see why Government should be expected to pay for such training, as it is really doing, if it assists unnecessary schools that are kept going principally for the sake of teaching a particular 'ism.' Managers cannot have it both ways. If their first interest is sound education, they will not refuse to consider the question of concentration. If they refuse on the ground that they are pledged to propagate a particular 'ism,' then they must show cause why the State should be expected to help them. Unless concentration be kept steadily in view, European Schools will fail to make the progress which, with the facilities given under the new Code, they might be reasonably expected to make. It would be a fatal mistake for the European and Eurasian community to suppose that more money is all that is needed

to make their schools prosper. The schools require more interest, more attention. The schools give back to the community exactly what is put into them. And if the schools meet in the future as they have done in the past, with neglect and indifference on the part of the community, they will continue to give disappointing results. If the community whose schools are discussed in this article could but shake off its lethargy and make the education of its children its supreme object of concern, the prospects of the community would change for the better as by magic.

GENERAL CULTURE v. SPECIALIZATION.

THE F.A. AND R.A. COURSES.

THESE words have been much employed of late. They were often heard in the debates in the Senate on the new schemes of study. It was said in our March number that the interim report bore the marks of a compromise between those who were for lightening the examination burden, and those anxious for thoroughness of instruction and soundness of methods. The debates in the Senate also made it clear that there are two parties there, the general culture party and the specialists, and in all probability the courses of study will in their final form be a compromise between these two schools.

It would have greatly cleared the air if a formal debate had taken place between champions of these two parties. The specialists had something to say now and then, but somehow, when the field was clear and the protagonists seemed ready to step into the arena, some amendment was put and distracted attention. Besides the Senate was naturally getting tired of talk; it had a big job and wanted to get through it.

The term 'smattering' was applied by several leading members of the Senate to the knowledge that would be acquired in a course comprising several subjects, and as it seems to us, was applied improperly. A confusion seemed to exist in the minds of the speakers between elementary knowledge and smattering. A sound elementary knowledge of any subject is not a smattering. For instance, a sound genuine knowledge of the Matriculation Course of History or Science is not a smattering, still less is a thorough knowledge of the First-in-arts Courses in Physiology or Ancient History a smattering, though all these courses are elementary. If a student has really grasped the fundamental principles of Physics, Chemistry or Physiology, as set forth in the above courses, he is no smatterer. A smattering we take to be a very imperfect knowledge of a big course, one point learnt here and one there, with great gaps between and a complete ignorance of even fundamental principles. And as a matter of fact, smatterings are far more likely to be acquired in a vain and premature attempt at specialization than as the result of taking up a broad course in three or four subjects. In our experience the good men turned out by the present B. A. Science Courses are very good, quite the most satisfactory product of our University, but we fancy the third class men and the failures must be very poor articles and are in fact smatterers, having attempted far more than they were capable of achieving and having mastered nothing more than a few stray points. The present B. A. Course would seem to be a sort of compromise between the specialists and advocates of general culture. Let these antagonists consider the average third class

and the average failure under the present arrangement. He has not acquired knowledge of

his optional, sufficient either in breadth or depth, to enable him to make any real use of his subject as a specialist, while by the present arrangement, he has in his studies for the B. A. degree missed the general culture by which under a different system he might have benefited.

There is another consideration. Theoretically it is splendid to see students taking up subjects that are in no sense bread-and-butter subjects, studying Botany and Zoology and Philosophy and so forth, and in the end becoming what? In the majority of cases a clerk in Government service or a lawyer. Theoretically, of course, the course of study has broadened the minds of these gentlemen, and of course they pursue their studies after graduation! But in practice, here as in all other countries, demand controls the supply. If a course of study does not lead to very real tangible benefits in after life it will not be taken up. Even now with only a few students taking up Geology, Zoology and Botany, for instance, it is hard to provide annually more than one or two appointments in which they can make use of the special knowledge acquired. If B.A. Courses are to be so remodelled as greatly to increase the number of specialists or of those who think themselves specialists, this very real difficulty will be seriously increased. Inasmuch as a lawyer specializes in law, all he really needs behind his law is a good general culture, which too is quite sufficient for the clerk, or, speaking more correctly, is even preferable from a practical point of view, to the comparative one-sidedness of the present B.A. Course.

There can be no manner of doubt that whereas India is greatly in need of specialists, she needs a comparatively small number of them. Let us provide, as by the new scheme

we are providing, for the training of such, but let us give our main strength to the diffusion of a broad culture among as many as possible.

There is no doubt that a general culture makes life more interesting to the average more than specialization. Be it remembered that more of us are average than we like to think. A knowledge of Indian History and one or two branches of natural science, elementary, if you like, but not, we affirm, a smattering, will make life in India much more interesting than a profound knowledge of one subject, conjoined to ignorance of all others, will do. The all-round man certainly touches the world at more points than the specialist, and seems to enjoy life more, though of course we admit, in answer to the indignant moralist, that enjoyment is not the chief end of life. Still the consideration of knowledge as bearing on our enjoyment of our surroundings is not without profit.

A Geologist, for example, might live in many districts of Central and Southern India without his vast knowledge of Geology ministering in any way to his enjoyment of life. This is because of the dreadful geological uniformity shown by large areas. But suppose such a man had a little knowledge of Indian History or Botany in addition to his vast knowledge of Geology; he could not go far without finding interesting objects related to these two subjects.

However feebly the argument for a broad general culture may be set forth in these pages, there are plainly very eminent men to whom the arguments for it seem to have great force. It will scarcely be denied that whatever may be the concentration of brain-power on the banks of the Isis, Cam, Forth or Don, there are in London some of the most

gifted men of the Empire, and that London University enjoys the services of these men. Now what do we find in the case of this University? Note that reference is not made to regulations drawn up many years ago and possibly regarded by the latest school as out-of-date. We refer to the newest regulations that have resulted from some such upheaval as has characterized our own University, regulations that came into force only a year or two ago.

We find that London University still maintains the old idea of general culture for all, and in addition, specialization for a few.

For *Matriculation* five subjects have to be taken; (1) English, (2) Elementary Mathematics, (3) Latin, or Elementary Mechanics, or Elementary Physics (Heat, Light and Sound), or Elementary Chemistry or Elementary Botany; (4) and (5) two out of a list of subjects [including ten languages, two History subjects, Logic, Geography, Drawing, Advanced Mathematics, and the Science subjects enumerated under (3) with the addition of Elementary Physics (Electricity and Magnetism) and Zoology]. A subject taken from this list must not have been taken under (3). If Latin has not been taken under (3), or (5) then one of the subjects taken from this list must be another language, ancient or modern.

This scheme, though perhaps appearing at first a little complicated, seems successfully to reconcile choice of subject with the foundation of real culture.

For the Intermediate Examination in Arts London requires five subjects to be studied:—

1. Latin.
2. Greek.
3. English Literature and History.
4. *Either* Pure Mathematics or Logic.

5. One of the following languages :—

- French.
- German.
- Italian.
- Spanish.

Then candidates are allowed to present themselves for Honours in any of the above sections with the exception of Italian and Spanish. They must take the pass examination in the section in which they do not offer themselves for Honours. To this last principle London has remained faithful for a long term of years, and to-day in the light of the most recent theories of studies, examinations, &c., still lays down that candidates for Honours at the Intermediate must take the pass papers in the subject in which they do not present themselves for Honours. Clearly the great men to whom are entrusted the destinies of London University are not afraid of the charge of spreading not a sound general knowledge but a smattering. It seems to us that we in Madras need to study far more carefully than we have done the courses of study pursued in other lands and other Indian Universities. If our time-honoured F.A., with its five sections is to give way to a specialist, F.A. Course in English and one other subject and to a Pass Course with almost three and probably only two subjects, very strong reasons should be adduced for the change.

The London B.A. Course is on similar lines, Section I, Classics, viz :—

- (a) Latin, with Roman History.
- (b) Greek, with Grecian History.

Section II, one of the following :—

- (a) Pure Mathematics.
- (b) Applied Mathematics.
- (c) Philosophy.
- (d) Economics.

Section III, either Modern History or one of

seven languages, the three added to the corresponding F. A. Section being English, Sanskrit and Hebrew.

Here then at least two languages are to be taken, with Modern History and one subject from Section II, or three languages and a subject from Section II. In any case there are four distinct subjects.

With regard to Honours the old regulations allowed a candidate who had passed the B.A. to be examined at the Honours Examination next following the B.A. Examination at which he passed, for Honours in any or all of the following :—(1) Mathematics, (2) Classics, (3) Mental and Moral Science, (4) English, (5) French, (6) German. The new regulations of 1903 allow an Honours candidate to be examined (before passing the B.A.) in one subject of the following :—(1) Classics, (2) Mathematics, Pure and Applied, (3) Philosophy, (4) Modern European History (5) Modern languages, viz., any two of the following :—English, French and German. Here the innovation is that the Honours candidate is not required to have taken the Pass Examination for the B.A. degree before trying for Honours. The concession is a doubtful advantage for if the Honours candidate miscalculates and fails to get Honours, he has to take the regular Pass Examination in order to get the Pass Degree. That is to say, he is not allowed, as he was and is under the regulations for the Intermediate Examination, to gain credit for a pass though failing to get Honours.

Therefore here, where at first sight the University seems to depart from the old principle of a broad general culture, it is seen to cling closely to it. It admits that after the five Matriculation subjects and the five First-in-Arts subjects, a student may be allowed to confine himself to one subject with a view to

taking Honours in it. But it expressly lays down the condition that failure to take Honours sends a man back to the beginning. Even if he was up to the Pass Standard in that particular subject, he is not to be counted as having passed in that subject. He must either take the full Pass B.A. Course or try for Honours again. Clearly then, what the London University is afraid of is not a smattering in the pass scheme of study, but that smattering which results from an unsuccessful attempt to tackle a big subject. In other words, the University, mindful of what is connoted by the Fourth Class Honours man at Oxford and his Cambridge compeer, maintains a high standard of Honours and holds that if a student cannot attain it he had much better take the Pass Course, which as above remarked comprises four subjects grouped in three sections. Candidates for Honours are expressly warned that they will be required to attain a genuinely high Honours Standard. Thus this recent innovation does away with the necessity of a really brilliant student having to take the Pass B.A. before taking Honours, but the mediocre student is running a great risk in taking up Honours. London University seems, in effect, to advise the average man to stick to the Pass Course with its four subjects.

We shall make a great mistake in Madras if we allow the average candidate to study for a B.A. Course in English and one other subject or group of subjects, and a still greater mistake if the F.A. Course is made equally thin. For in that case a student will be able to graduate with no other knowledge of History than the elementary knowledge of English and Indian History acquired in the Matriculation Course. It may be impossible to teach Indian students the Ancient Classics of Greece and Rome which have so largely

modelled Western nations and must in any event continue largely to influence mankind, but no University ought to give a degree in arts to men totally ignorant of the history of those nations. Equally important is the knowledge of Modern History, if only in brief outline. Even now in many great English Schools the subject is ignored. Twenty years ago it was almost universally ignored, with the result that men, regarded as well educated, deplore to each other in secret their total ignorance of Modern History other than the little knowledge picked up in after-life and the little British History learnt at a tender age. Comparatively few educated men know anything of the History of Europe, unless they took up History as a subject. If Ancient History is deemed unsuitable for a student who has just matriculated, well and good. That is a tenable position, but let us at least transfer the Ancient History to be studied in the broadest outline to the B.A. Course, and add to it Modern History, also in the merest outline. But we are convinced that either in the F.A. or B.A. Pass Course or both, History ought to appear—the History of the greatest nations of old and modern History.

Next, as long as a separate Science Course is not instituted, leading up to a Science Degree, a science subject ought to appear both in the F.A. Course and the B.A. Course as also Mathematics or Logic in the F.A. and Mathematics or Philosophy in the B.A. Thus we get four subjects roughly in each course, and in this respect we have London to keep us in countenance. A wide F.A. Course is the more necessary that only by the somewhat varied experiences gained in such a course does a student become aware where his strength lies and therefore in what subject he should specialize for the (present) B.A. Course. Even intelligent, hard-working F.A. students

frequently seem puzzled, for all their varied F.A. studies, to know exactly what to take up for their B. A. optional, after passing the B.A. If students are called upon to make the choice two years earlier than they are now, as is proposed in the new scheme where specialization seems to be the order of the day, for one student in a difficulty there will be a hundred. Mr. Balfour professing himself "a child in these things" will be nowhere in comparison with the hosts of youthful Matriculates hopelessly at a loss how to choose the subject they must work on for the B.A. or M.A. Course. No provision has as yet been made by which a student may turn back if he finds he has made a mistake. The effect will be that having made a mistake the student will have to stumble painfully on.

Therefore taking everything into consideration there seems to be much in favour of keeping the First-in-Arts Course pretty much on its present lines. It was surprising to hear Senators violently condemn the present course. We rather thought that it was the Matriculation Course that was so sadly defective. However with regard to that course the Senate has proved strongly conservative in points where the Committee was wisely, as it seems to us, bent on change. But in the First-in-Arts, where a broad conservatism would seem advisable, the most radical changes are likely to be made.

As regards the Pass B.A. Course, it may, now that the Honours men have been separately provided for, well be made broader than at present by the dropping of the second language and the inclusion of History and Mathematics (or Philosophy). There is much to be said for the Honourable Dr. Bourne's proposal on this head, comprising English, Mathematics, Logic, History and Geography, and Experi-

mental Science. It found very few supporters and was mercilessly analysed by Mr. Allen and others. They however made the mistake of comparing what they knew with what they did not know. They are aware that sufficient time cannot be found for English in particular, and other subjects in general under the present B. A. scheme, and they assumed that each subject of the suggested scheme would require even more time than it gets at present. What Dr. Bourne had in his mind was probably a much simpler course in each subject than obtains now. The suggested History Course, for example, would be much simpler than the present History Course for the B.A. The pity of it was that no notice was given of the intention to move such a scheme. As the Senate is now constituted, a still unwieldy body though smaller than in former days, a scheme presented without notice hardly gets fair play. The Senate has to make up its mind on the spur of the moment, and is apt to shy at anything novel. This is not the only point in which the Senate chose the worse cause for want of time to think a point out.

Dr. Bourne, as is well known, has exceptional opportunities of getting at the real state of affairs. He is constantly touring and widening his experience, and he is probably right, even though he may be in a small minority. Mr. R. S. Lepper has contributed a weighty contribution to the discussion, which we reprint and to which we invite attention. On the whole the Senate appears to be rather in too much of a hurry. The wiser course would have been to re-model the Matriculation Course and to have initiated an Honours Course, and to have let the F.A. and B.A. Courses alone for the present. Then in the light of future experience such changes as

should seem advisable might be made in the not distant future.

REALISM IN TEACHING.

TEACHING is said to be realistic, when the acquisition of knowledge by students is secured more by a vivid perception of real things on their part, than by a dull learning of their names or attributes. Realism is an element of no mean significance in any teaching calculated to prove effective and educative. It is well-known that, in the early period of life, the senses constitute the chief, if not the sole gateway of knowledge, which has consequently to be imparted by frequent and well-directed appeals to the same. Great Educationists, such as Comenius, Froebel and Pestalozzi have laid special stress on this point and, with unmistakeable force and clearness, pointed out that the cultivation of observation forms in the case of children the right foundation of a vigorous acquisition of knowledge and that, in view of this fact, nature-study and object-lessons ought to find an important place in the school-curriculum. It ought to be the aim of the teacher to bring his boys into living contact with concrete things and solid realities, instead of merely stuffing their minds with the names, attributes or images of these, for, while the former method expands and nourishes the mind with fruitful and enduring knowledge, the latter method only overlays the mind with fleeting mists and shadows which soon depart, without leaving any permanent trace behind.

In what ways is the presence of realism in teaching useful and important? In the first place, it has to be noted that, without it, there can be no firm or enduring acquisition of knowledge. Whatever one actually and actively perceives with one's senses is sure to leave on one's mind a vivid picture of itself

which it will not be easy for one to banish. Again, only by the actual perception of things is it possible for one to secure the full accuracy and clearness of one's concepts. The idea which one acquires, say of a scene, or an animal or a building from mere hearsay or second-hand report, is, to some extent, likely to be vague and inaccurate. Any amount of descriptive verbiage about the Taj Mahal, the Niagara Falls, or the giraffe cannot bring to the immature minds of children, a picture one-fourth as vivid or accurate as that which could be obtained by an actual perception of the same. Hence the importance of realism in the teaching of young children.

Secondly, the presence of realism is calculated to render teaching interesting and comprehension easy. A lesson in which the element of realism, in some form or other, is entirely absent and the teacher trusts merely to verbal descriptions or abstract elucidation when there is ample scope for appeals to observation, is likely to prove dull and insipid, and, to a large extent, fall flat upon his pupils. If, however, a teacher has a judicious recourse to concrete illustrations of all kinds—to models, pictures and sketches, if not to the real objects themselves, to picturesque descriptions, and lively anecdotes,—to bring home his points, his teaching is sure to quicken interest and attention in juvenile minds and put them sharply on the alert. As a result of direct perception and enhanced interest, it will be found comparatively easy for students to acquire clear ideas of things.

Thirdly, the presence of realism in teaching is calculated to stimulate a spirit of observation and enquiry in children. It has to be noted that, while the senses are over-active in them, the higher faculties of the intellect are

The term 'smattering' was applied by several leading members of the Senate to the knowledge that would be acquired in a course comprising several subjects, and as it seems to us, was applied improperly. A confusion seemed to exist in the minds of the speakers between elementary knowledge and smattering. A sound elementary knowledge of any subject is not a smattering. For instance, a sound genuine knowledge of the Matriculation Course of History or Science is not a smattering, still less is a thorough knowledge of the First-in-arts Courses in Physiology or Ancient History a smattering, though all these courses are elementary. If a student has really grasped the fundamental principles of Physics, Chemistry or Physiology, as set forth in the above courses, he is no smatterer. A smattering we take to be a very imperfect knowledge of a big course, one point learnt here and one there, with great gaps between and a complete ignorance of even fundamental principles. And as a matter of fact, smatterings are far more likely to be acquired in a vain and premature attempt at specialization than as the result of taking up a broad course in three or four subjects. In our experience the good men turned out by the present B. A. Science Courses are very good, quite the most satisfactory product of our University, but we fancy the third class men and the failures must be very poor articles and are in fact smatterers, having attempted far more than they were capable of achieving and having mastered nothing more than a few stray points. The present B. A. Course would seem to be a sort of compromise between the specialists and advocates of general culture. Let these antagonists consider the average third class man and the average failure under the present arrangement. He has not acquired knowledge of

his optional, sufficient either in breadth or depth, to enable him to make any real use of his subject as a specialist, while by the present arrangement, he has in his studies for the B. A. degree missed the general culture by which under a different system he might have benefited.

There is another consideration. Theoretically it is splendid to see students taking up subjects that are in no sense bread-and-butter subjects, studying Botany and Zoology and Philosophy and so forth, and in the end becoming what? In the majority of cases a clerk in Government service or a lawyer. Theoretically, of course, the course of study has broadened the minds of these gentlemen, and of course they pursue their studies after graduation! But in practice, here as in all other countries, demand controls the supply. If a course of study does not lead to very real tangible benefits in after life it will not be taken up. Even now with only a few students taking up Geology, Zoology and Botany, for instance, it is hard to provide annually more than one or two appointments in which they can make use of the special knowledge acquired. If B.A. Courses are to be so remodelled as greatly to increase the number of specialists or of those who think themselves specialists, this very real difficulty will be seriously increased. Inasmuch as a lawyer specializes in law, all he really needs behind his law is a good general culture, which too is quite sufficient for the clerk, or, speaking more correctly, is even preferable from a practical point of view, to the comparative one-sidedness of the present B.A. Course.

There can be no manner of doubt that whereas India is greatly in need of specialists, she needs a comparatively small number of them. Let us provide, as by the new scheme

we are providing, for the training of such, but let us give our main strength to the diffusion of a broad culture among as many as possible.

There is no doubt that a general culture makes life more interesting to the average more than specialization. Be it remembered that more of us are average than we like to think. A knowledge of Indian History and one or two branches of natural science, elementary, if you like, but not, we affirm, a smattering, will make life in India much more interesting than a profound knowledge of one subject, conjoined to ignorance of all others, will do. The all-round man certainly touches the world at more points than the specialist, and seems to enjoy life more, though of course we admit, in answer to the indignant moralist, that enjoyment is not the chief end of life. Still the consideration of knowledge as bearing on our enjoyment of our surroundings is not without profit.

A Geologist, for example, might live in many districts of Central and Southern India without his vast knowledge of Geology ministering in any way to his enjoyment of life. This is because of the dreadful geological uniformity shown by large areas. But suppose such a man had a little knowledge of Indian History or Botany in addition to his vast knowledge of Geology; he could not go far without finding interesting objects related to these two subjects.

However feebly the argument for a broad general culture may be set forth in these pages, there are plainly very eminent men to whom the arguments for it seem to have great force. It will scarcely be denied that whatever may be the concentration of brain-power on the banks of the Isis, Cam, Forth or Don, there are in London some of the most

gifted men of the Empire, and that London University enjoys the services of these men. Now what do we find in the case of this University? Note that reference is not made to regulations drawn up many years ago and possibly regarded by the latest school as out-of-date. We refer to the newest regulations that have resulted from some such upheaval as has characterized our own University, regulations that came into force only a year or two ago.

We find that London University still maintains the old idea of general culture for all, and in addition, specialization for a few.

For Matriculation five subjects have to be taken; (1) English, (2) Elementary Mathematics, (3) Latin, or Elementary Mechanics, or Elementary Physics (Heat, Light and Sound), or Elementary Chemistry or Elementary Botany; (4) and (5) two out of a list of subjects [including ten languages, two History subjects, Logic, Geography, Drawing, Advanced Mathematics, and the Science subjects enumerated under (3) with the addition of Elementary Physics (Electricity and Magnetism) and Zoology]. A subject taken from this list must not have been taken under (3). If Latin has not been taken under (3), or (5), then one of the subjects taken from this list must be another language, ancient or modern.

This scheme, though perhaps appearing at first a little complicated, seems successfully to reconcile choice of subject with the foundation of real culture.

For the Intermediate Examination in Arts London requires five subjects to be studied:—

1. Latin.
2. Greek.
3. English Literature and History.
4. Either Pure Mathematics or Logic.

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the teaching of the Secondary classes.

To begin with, it has to be remarked that the importance, in the interests of realistic teaching, of a miniature museum of curiosities in every school and college, cannot possibly be over-estimated. It is indeed to be regretted, that, at present, most of the schools and colleges of this country are without this indispensable auxiliary to successful teaching. The Museum must be well-stocked with living forms and with creatures that can be easily obtained and kept—with stuffed models of birds and beasts, fishes and reptiles—with specimens of various agricultural, mineral and manufactured products—with metals and minerals—with various sea-products such as corals, pearls, sponges, &c.—with tools and implements, agricultural and industrial—with pictures of great men, scenes and events—and several other such things, that may be of use to the teacher, by way of serving as concrete illustrations in the course of his teaching. Since there is sufficient scope and necessity for the use of concrete illustrations in almost every lesson, how is it possible for a teacher, without the aid of a museum of the kind above-described, to render his teaching sufficiently realistic and interesting?

The first and the most important step to be taken to render realism a distinct feature of academic education, is to make arrangements for the regular giving of object-lessons in every class in the Secondary department. Object-lessons are likely to prove specially captivating to boys. What a refreshing change it must be for them to pass now and then from the dry region of words to the fertile region of things—from grammatical rules and mathematical formulæ to the observation and study of living forms and concrete substances, rich with variegated hues and not

unfrequently pulsating with the breath of life! These object-lessons, if rightly given and understood, form the proper foundation for a specialized and scholarly study of the various Natural History Sciences, in after-life. In giving an object-lesson, the teacher should, to a large extent, be a silent guide and, as far as possible, allow the objects to speak for themselves and the boys to learn for themselves. The objects chosen may in the beginning be such as are familiar to the students but, in course of time, they may give place to others that are less and less so. The boys should be made carefully to note and examine the various parts and details of the objects presented, the relation of one part to another and to the whole, the structural peculiarities of each, the purpose it serves &c. Murché's "Object-lessons" and "Elementary Science lessons" may be followed as regular Text-books in this connection, since they are full of practical hints and suggestions in regard to the giving of object-lessons.

I shall now proceed to each subject and briefly point out the principles to be borne in mind by every teacher, in order to render his teaching realistic. As regards English teaching, the first point to be noted by the teacher, is the use of concrete illustrations. In the course of a lesson it is likely that a teacher may come across the names of birds or beasts, fruits or flowers that are unfamiliar to his boys. Instead of trying to explain them by words, what he should do is to place before his boys the objects themselves in their naked reality. If this is not possible, he must, at least, have recourse to the models or pictures of such objects. Again, whenever he has to describe a famous scene such as the Niagara Falls, the Battle of Trafalgar,

Edward VII's Coronation Procession, the Delhi Durbar, New York City, &c., it need not be said that he must make use of suitable and graphic pictorial representations of them. In this connection, it may be remarked that such journals as the "Graphic" and "The Illustrated London News," may be of considerable use to the teacher, since they contain a rich collection of beautiful and striking pictures of men, of scenes and of events, chiefly those of the present day.

Secondly, a teacher should also have recourse to verbal illustrations from time to time, to elucidate various points. Whenever he has to explain a phrase or an aphorism, he should, rather than give a mere paraphrase of it, call the attention of students to a number of apt and telling illustrations of the same, taken from within the range of their every-day experiences. How is it possible for a student to get a clear or an accurate idea of the meaning of such expressions as "Penny-wise and Pound-foolish"—of such proverbs as "Example is better than precept"—or again, of such pithy and famous sayings as "Knowledge is power" unless he understands the practical applications of them to concrete instances in every-day life?

Thirdly, it has to be noted that special attention must be paid to the subject-matter of an English lesson. There are some teachers, who, even when they are explaining a passage in prose or poetry, confine themselves mostly, to an explanation of grammatical points alone. Such teachers are mere grammatical machines who, while they may din into the ears of students pedantic names and learned definitions, can succeed in instilling into their minds but few high ideas and ideals which alone can influence life and elevate character. Grammar ought to come up for legitimate

treatment in special Grammar lessons. Therefore, in giving an English lesson, a teacher must pay special attention to the subject-matter of the same and must, by frequent questioning, make sure that his boys have clearly understood it. A student can be said to have profited by studying any passage in prose or poetry, only if he has fully grasped the ideas enshrined in it, the spirit pervading it, the morals it points to and the lessons it suggests—and not merely the grammatical technicalities it may involve.

Going next to Science, it has to be remarked that Science-teaching offers *par excellence* the best opportunities for realism, since it is nothing unless experimental. The work of the Science-teacher consists not so much in talking or lecturing about things, as in performing his experiments neatly and skilfully, and in making his boys carefully observe them and draw their inferences from them. It is a pity that in not a few schools of this country well-equipped Science-laboratories are conspicuous by their absence, so that Science is taught more by means of words than by means of things. As a baneful consequence, the chief object of Science-teaching, namely, the cultivation of a healthy spirit of observation, of comparison and of generalization in students, is frustrated while, on the other hand, the pernicious habit of cram and of parrot-like study is fostered to some extent. It is no wonder, that, such being the case, the Senate-in-committee should recently have made a proposal to excise Science altogether from the Matriculation curriculum. But it is beyond doubt that the excision of Science, while it would be an easy, would certainly be a disastrous step to take. What has really to be done is that the authorities concerned should take such steps as will ensure a pal-

pable improvement in the quality of Science-teaching, by placing it, out and out, on a practical and experimental basis. Boys should be allowed to handle freely and thoroughly every object—important or trifling—made use of in an experiment, and to watch and understand carefully every part and process of the latter. It is, however, inadvisable that the teacher should monopolise the whole work in connection with the performance of experiments, merely allowing his boys to attend to them in a passive and listless manner. On the other hand, he should, as much as possible, make the boys themselves arrange the apparatus for his various experiments and also perform them step by step, under his proper guidance. Only in this way is it possible for boys to come into living contact with physical and chemical substances—solid and fluid—and to understand their nature and properties. There is nothing that boys so much delight in as this, since it gives them an opportunity for original initiative and investigation. Although there may be some slight evil or risk attending such a procedure now and then, it is nothing as compared with the benefits derived—a sound practical training and a firm grip of facts on the part of the students.

I shall now proceed to consider History-teaching and the points to be borne in mind by the teacher to impart realism to the same. The first point to attend to is a diligent use of the map in the course of the lesson. The names of no places that a teacher comes across in the course of teaching, should be passed over without their being carefully pointed out in the map. Most great events and History are associated with some places or places, rich with the idea of their situation. How

is it possible for students to remember the battles, sieges and scenes of complicated wars and campaigns unless they have made a careful use of maps and sketches specially illustrating them? If such maps are not procurable, the teacher should have recourse to blackboard sketches—neatly and accurately drawn—to answer the purpose. One place after another can gradually be put in, in this sketch, as the teacher develops his story of the war. It is necessary that every school should be furnished with a rich stock of historical maps, specially suited for different periods in the history of a country, since different periods are likely to be characterised by different political and economic features. Professor Gardiner's "Atlas of English History" which should be in the hands of every English History-teacher, is an admirable collection of such maps. An atlas of this kind, for the History of India also, is a sorely-felt desideratum at present.

Secondly, it is necessary for every History-teacher to make a constant use of historical pictures—such as those of famous men, of striking scenes, of noteworthy events, of important historical buildings and of various interesting details connected with the every day life, in all its aspects, of the people of past ages. A use of these pictures will help students to visualise the dim and misty past. In this connection it may be remarked that the admirable series of English History Readers recently published by Messrs. Macmillan and Co., Longmans and other firms, are neatly and copiously illustrated with pictures and sketches in such a way as to impart a charming air of realism and picturesqueness to the distant past. The use of these Readers has in every possible way, to be encouraged among school-boys.

A third point that the History-teacher has to bear in mind is that, in order to render his teaching realistic, he must occasionally have recourse to graphic verbal descriptions of men, of scenes and of events culled from historical works, historical novels and historical dramas. It is necessary even for a High school teacher of English History, to be well acquainted with the historical writings of Macaulay, Froude, Green, Lecky, Goldwin Smith, McCarthy and Herbert Paul, to name only a few—with the historical novels of Scott, Lytton and Thackeray—and with the historical plays of Shakespeare. If his historical reading be vast and varied, it will not at all be difficult for a teacher to make his teaching sufficiently descriptive and picturesque. Bald statements of a few dry facts in relation to great men or events are not at all likely to kindle juvenile interest. What a wealth of entertaining and vivid description it is possible to give about such persons as Henry VIII, Elizabeth, Charles I, Cromwell, William of Orange, Marlborough, Chatham, Burke, Pitt, Peel and Gladstone, or of such scenes and events as the exploits of Drake or Hawkins, the Trial and Execution of Charles I, the Trial of the Seven Bishops, the Siege of Londonderry, the Battle of Dunbar, the Massacre of Glencoe, &c. Is it not again necessary that boys should, now and then, be treated to lively and graphic descriptions of the customs, manners, and every-day life of the people of the past? It is such picturesque descriptions that impart life and colour to History-teaching, develop the historical imagination of boys and quicken their interest and enthusiasm in historical study.

Lastly, it has to be noted that the History of the past has to be related like a story, in a

naïve and natural way, so that boys may enter into its spirit with the same interest and sympathy with which they enter into the spirit of a nursery tale or of some familiar event of every-day life. There should be no stiff artificiality or pedantic affectation in the telling of it. Past history should be narrated like present-day politics and the boys should be made to take the same interest in the men and events of the past as in those of the present. The life and achievements of Chatham and Burke should be clothed with the same garb of realism and familiarity as those of Gladstone and Morley. The names of Marlborough and Nelson should be made to sound as familiar in the ears of boys as those of Roberts and Togo. The "Seven Years' War" or the "Napoleonic Wars" should be narrated in the same strain as the Boer War or the Russo-Japanese War. The skill of the History-teacher consists in finding parallels between the past and the present and in illustrating the former by the latter.

Lastly, I shall proceed to consider Geography-teaching and the means to be followed in order to render it realistic. What the performance of experiments is to Science-teaching, the use and study of the map is to a geography lesson. The facts and principles of geography have to be taught not so much from the text-book as from the map. All the boys should be made to bring their own atlases to the class and intelligently use them in the course of the lesson. Every school should be furnished with a complete set of maps of different sorts. The surface of a country should be taught by means of Relief maps, the physical features by means of Physical maps, the commercial features by means of Commercial maps and the political sub-divisions, towns, &c., by means of Political

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maps. The teacher should also, now and then, draw enlarged sketches of countries on the black-board and put in the physical and political features in order, as he proceeds with the lesson. It is also necessary that he should draw separate sketches on the black-board of important mountains, rivers, &c. Only in this way can Geography-teaching be made interesting, and geographical facts and names well-impressed on the mind.

As in the case of History-teaching, so here also, a teacher has to make a constant use of pictures to illustrate mountain and river scenes, men and races, cities and buildings, animals and plants and various interesting scenes, connected with the every-day life of different nations and races. Many are the wonderful things—of nature's and man's creation—that can be found on the face of the earth and that legitimately come within the province of Geography. Since it may not be possible for students to see such things in their concrete reality, it is necessary that they should, at least, be enabled to see pictorial representations and witness magic-lantern exhibitions of the same, from time to time. In this connection, it may be remarked that the excellent series of Geography Readers recently published by Messrs. Macmillan & Co. and Longmans on the same plan as their History Readers, contain a lot of admirable pictures and illustrations, of a miscellaneous nature, calculated to impart vivid realism to the information on every page. In addition to these, the teacher may also find it necessary, now and again, to make use of verbal descriptions in the course of his teaching. The Geography Readers already referred to, form a rich treasure-house of such descriptions and may be of considerable use to him in his teaching. The teacher should be a voracious reader of

books of travels, of voyages, of explorations and of discoveries and be in touch with the latest publications on the subject. He will also find the Ethnological and Commercial Reports of various countries, highly useful in this direction, since they are calculated to supply him with a fund of delightful information about races and castes, their traits, peculiarities, habits, customs and manners, and about the productions, trade and commerce of various countries.

In teaching the productions of a country, most teachers merely load the minds of students with a number of names and nebulous ideas. It is not uncommon to find students, even in the Matriculation class, without any clear ideas of such things as jute, barley, oats, figs, apples, opium, rye, coal, cocoa, lacquer, &c. They have only learnt by heart a string of names denoting things unseen and unknown, which they can perhaps repeat in an automatic manner whenever required. It is necessary that every teacher, whenever he teaches the productions of a country—vegetable or mineral—should, at any cost, exhibit before his boys samples of such productions, unless they are very familiar. Boys should be made to observe and examine them carefully and in this way, to understand their nature and quality. The teacher should also talk to them at length about these productions, explaining the manner of their cultivation, the physical conditions necessary for their growth, the uses they serve, &c. Pictures of various trees, plants and crops should also be made use of. If such and similar means be followed in the case of Geography-teaching, it is beyond doubt that this subject, which is now regarded by the teachers and the taught, as dry as dust and looked down upon as the Cinderella among educational studies, will greatly rise in

interest and importance and come to be rightly esteemed as a disciplinary and practical study of no mean value.

P. S. RAMAKRISHNA IYER.

EDUCATION IN THE LEGISLATIVE COUNCILS.

I. THE VICEREGAL COUNCIL.

In a speech, on the Budget, the greater part of which dealt with the growth of Military expenditure, Mr. Gokhale asked that Government should make grants which would render primary education free in India. The cost of primary education should on general principles be borne by the Government; but in India the difficulty is Government has to bear so much of the cost of Secondary and Higher education. If the people would relieve the Government of that cost they could legitimately demand free Primary education. The Hon'ble gentleman said: "From Mr. Nathans' Report on Education, we find that in 1901-2, the total expenditure on the primary education of boys in India from the funds of the State was the staggeringly small sum of thirteen lakhs: since then the amount has been increased, but even so it remains most miserably inadequate compared with requirements of the situation. My Lord, the question of mass education in this country has been neglected much too long, and the Government must lose no more time in waking up to its responsibilities in the matter. What is needed is a clear aim and a resolute pursuit of that aim in a feeling of faith and with enthusiasm for the cause. The first step is to make primary education free in all schools throughout the country and that can be done at once. The total receipts from fees in Primary schools throughout India in 1901-2 were only 30½ lakhs of rupees, so the sacrifice will not be very great. Moreover the larger Municipal Corporations might be asked to bear a portion of this loss so far as their own areas are concerned. The next step will be to make this education compulsory for boys in the Presidency towns and perhaps in a few other leading towns. When the minds of the people have been accustomed to the idea of compulsion in the matter of education, the area of compulsion may be gradually extended till at last in the course of twenty years or so from now we may have in our midst a system of compulsory and free Primary education throughout the country and that for

both boys and girls. It will not do to be deterred by the difficulties of the task. Our whole future depends upon its accomplishment and as long as the Government continues listless in the matter it will justly be open to the reproach of failing in one of its most sacred duties to the people."

The Hon'ble Rai Sri Ram Bahadur made a lengthy speech. While thanking the Government of India in the name of the United Provinces for the abolition of the Patwari cess, he regretted that grants had not been voted for the sanitary, educational and other administrative wants of his Province. Secondary education was especially in need of further assistance. The Hon'ble member spoke at some length on the question of Industrial Education and said that the additional sum of two and a half lakhs voted for education in this direction was wholly inadequate. Industrial Education deserved more attention, but the Committee appointed in 1901 included no native upon it.

The Hon'ble Mr. J. P. Hewett said that the reproach that Government did not provide the necessary opportunities for technical education was not now deserved. The Hon'ble Sir Denzil Ibbetson spoke of recent developments in Agricultural and Veterinary matters. The buildings at Pusa were progressing rapidly. The Phipps Laboratories and the College would be opened in 1907. The whole of the expert staff had been appointed. It was proposed to raise the Forest School to the status of a College.

The Hon'ble Sir A. Arundel replying to Mr. Gokhale said that to give Primary Free Education throughout India would cost over a crore of rupees.

The Hon'ble Mr. Baker in his reply said that the Imperial Government was already committed to very heavy recurring expenditure on Police Reform, the improvement of Agriculture, Primary education, etc. Almost all the matters for which the Government was invited to provide additional grants were within the sphere of the Provincial Governments, upon which had been conferred definite powers and responsibilities extending to most branches of the civil administration, and which had been provided with growing revenues on a liberal scale to enable them to discharge their duties adequately in all branches. The Provincial Governments had not merely ample funds, but also full discretion in the expenditure of them. If any particular measure were outside the terms of the Settlement, or were of such magnitude as to be beyond the powers of the Local Governments, the Imperial revenues might fairly contribute, as they have done on several occasions in the past.

If the Government of India were to embark on a policy of making Primary education free, as Mr. Gokhale suggested, that also would justify some special assistance from Imperial Funds. But most of the objects for which they were pressed to find money were not of this class. Thus Mr. Sri Ram complained of the inadequate provision for Technical education and for sanitation and Mr. Patel asked for additional grants to the United Provinces for, among other things, hostels in Secondary schools. These are all ordinary items of Provincial expenditure. H. E. The Viceroy in his closing speech said that he was in thorough sympathy with all that the Hon'ble Sri Ram Bahadur had said in the direction of industrial development. This contribution to the debate on Education generally had been most valuable, but in an industrial sense the attention he had drawn to Technical education deserved most careful consideration.

II. THE MADRAS BUDGET AND DEBATE.

The following part of the Financial Statement of the Government of Madras for the year 1906-7 refers to Education.

EDUCATION.

The Budget estimate for 1904-05 provided for (i) the reorganisation of the Provincial Educational Service, (ii) the entertainment of three additional Assistant Inspectors of Schools, (iii) the revision of the scale of Sub-Assistant Inspectors of Schools, (iv) the improvement of Government Girls' Schools in the three Circles of the Presidency, and (v) the appointment of a Lady Superintendent for the Primary Department of the Practising School attached to the Teachers' College at Saidapet. Of these schemes effect was given during 1904-05 to (i), (ii) and (v), and it was possible to introduce (iii) and (iv) partially.

The Budget for 1905-06 provided for all these schemes and for (vi) the reorganisation of Government Training Schools. It has not been found possible to utilise fully in 1905-06 the provisions for (iii) additional Sub-Assistant Inspectors, and (iv) the scheme for the reorganisation of Girls' Schools. The reorganisation of (vi) Government Training Schools is still under consideration. In addition to these lapses, savings have arisen from the fact that as in the year 1904-05 the post of Vice-Principal in the College of Agriculture has remained unfilled; from the absence on leave of senior officers; and from the transfer to the control of the District Board of schools in those portions of the Vizaga-

patam Agency in which the Local Boards Act has been introduced.

These savings have been counter-balanced partly by increased expenditure under other heads. The Budget allotment for travelling allowances has been exceeded in consequence of the tours of the Director of Public Instruction, first to Simla to attend the Conference of Directors and again with the University Commission in connection with the inspection of Colleges; travelling allowances have also been paid to masters of training schools attending the vacation class at the Teachers' College at Saidapet. Some of the pictures for the improvement of the Art Loan Collection in the office of the Director of Public Instruction, for which an indent was sent to England in 1904-05, were paid for in 1905-06 only. The savings for which credit was taken in the Budget estimate for 1905-06 on account of Salaries under Arts Colleges were over-estimated. The transfer to the control of Government of schools in the Bhadrachalam Agency, which has been excluded from the operation of the Local Boards Act; the transfer to Government management of the Breeks' Memorial School at Ootacamund; and increased expenditure on account of the training of a special batch of students in training schools have contributed to excesses over the Budget estimate.

An expenditure of '22 has also been incurred under "University" and for this the Budget made no provision. In March, 1905, the Government of India announced their decision to allot annually for a period of five years from 1904-05 a grant of 5 for the benefit of University and Collegiate education in the whole of India. Of this sum '70 was allotted to this Presidency and was included in the revised estimate of expenditure for 1904-05 under this major head, a corresponding assignment being made to Provincial revenues through the Land Revenue head. It was, however, impossible to allot before the close of that year more than '05. This amount was granted to the University in order to meet the payment to Fellows residing in mofussil districts of travelling expenses incurred by them in connection with University meetings. In 1905-06 a sum of '16 has been assigned to meet the expenses resulting from the inspection by the University of Colleges and '06 to meet a portion of the cost of the apparatus required for improving the teaching of mathematics in colleges under private management.

The Budget estimate for 1906-07 provides for the revised scale of Sub-Assistant Inspectors of Schools and for the scheme for the reorganisa-

tion of girls' schools which, it is hoped, will be introduced completely. Provision has also been made for two additional Inspectors of Schools who have been recently appointed and for their establishments, for the formation of libraries containing standard works on teaching, organisation, etc., in the offices of the Sub-Assistant Inspectors of Schools, for a contribution to the Senate of the Madras University, towards the cost of the publication of a new Tamil Lexicon and for increased grants which will be rendered necessary by the adoption of the Code for European Schools recently passed by the Government of India. The Budget also includes the special grant of 6 for Primary education.

Other items bearing on Education are the purchase of X-ray apparatus for the Tanjore and Vizagapatam Medical Schools, the appointment of two additional instructors for the Royapuram Medical School, and of a Professor of Hygiene and Bacteriology in the Madras Medical College, the establishment of an Agricultural College and Research Institute at Coimbatore in place of the existing Agricultural College at Saidapet, a reconstitution of the Weaving and Tanning Sections of the School of Arts at Madras on a definitely commercial footing under the control of Mr. Chatterton and the Board of Revenue, a grant of Rs. 20,000 to the Young Women's Christian Association, Madras.

THE HON'BLE MR. B. N. SARMA.

I crave the indulgence of the Council if I dilate for a few minutes on the subject of Education. The Government and the public are agreed upon the absolute and imperative need for the promotion of education among the masses in order to ensure a real and steady advancement in the progress of the nation, and the Government have of late been pleased to be determined upon employing a larger share of the public revenues for the purpose, for which the public are extremely grateful. There has been some slight advance in the percentage of scholars to the population of the school-going age from 27.8 to 29.1 for males—though this increase would be smaller if the growth of the population since 1901 be taken into account—and from 4.8 to 5.2 in the case of females. The number of schools in villages below 200 has decreased, and taking the increase and the decrease together, education has penetrated on the whole only into 174 villages, and the public sincerely hope that the Director, who has been devoting his attention to the subject, and has the interests of education deeply at heart, has by this time formulated some definite scheme for spread-

ing education rapidly in fresh areas, and for utilising fully the sum placed at disposal.

The Government and the public are, I take it, determined upon giving the masses of this country the benefits of primary education, and a small Committee may, I suggest, if necessary be appointed to consider the matter without despondency being allowed to sway the official or non-official mind. Too much importance is I fear being attached to methods, curriculum and inspection. With regard to technical education the thanks of the public are due to the Government for its development of the School of Arts, but no definite scheme has been adopted pending the Report of the Committee appointed by the Government of India. Now that the report has been before the Government for a long time, I hope something will be done soon in the matter. It is not certainly unreasonable to ask the Government ruling over 38 millions to provide a single institute in the Metropolis where the latest and most improved methods of manufacture can be taught to the youth of this Presidency.

The Hon'ble Mr. C. Muthukumaraswamy was led by an easy transition from the Temperance Question in relation to the excise policy of Government to the dissemination of a knowledge of the evils of intemperance, and said this could be achieved only by the education of the masses.

The Hon'ble Mr. M. Krishnan Nair laid special stress on Agriculture and contended himself with asking the Government to give a great stimulus to technical and industrial education. The present was a fitting opportunity.

But the surprise of the Session was undoubtedly the speech of the Hon'ble Nawab Raza Khan who denounced Higher Education and its results but found no supporter even among the official ranks. He said:—It is noticed with general satisfaction that a fairly large allotment of Rs. 6 lakhs has been made for Primary education, absolutely requisite for improvement in the condition of the general masses of the people. The extension of technical, industrial and agricultural education is essential for the development of the resources of our country and should receive the prompt attention of Government, instead of wasting a large portion of their finance in imparting higher education to us (Hindu and Mahomedans), a luxury which should be left for the enjoyment of those who are anxious to enjoy it at their own cost. It is, Your Excellency, my firm conviction, based on long personal observation and experience, that the results of the Government imparting the so-called Higher education at their own

cost, have not been altogether wholesome; the recipients of that education have become conceited, self-aggrandising and disrespectful to their superiors and, above all, have become discontented and disloyal; thereby the gulf between the ruler and such of the ruled as have received that education is being widened. The masses of the people are, of course, loyal and contented; but the section of the so-called educated classes are doing their best to foment discontent. The almost daily utterances of the Vernacular Press afford ample proof of the fact that they mistake license for liberty and systematically misrepresent the motives and actions of the Government to suit their own ends. These are some of the results of the higher education in our country. As the representative of the Mahomedan community of this vast Presidency, I am fully alive to the fact that it requires nothing more than firm British administration including the Primary, Technical and Industrial education for ameliorating its condition."

THE HON'BLE MR. SIVASWAMY IYER.

The Hon'ble Mr. Sivaswamy Iyer said that with reference to the remarks which had fallen from the Hon'ble Nawab Raza Khan Sahib on the subject of higher education, he desired to record his emphatic protest. That Hon'ble Member had condemned higher education in the Presidency and had expressed it as his opinion, that higher education had produced discontent and disloyalty among the people, and that any expenditure on higher education was a mischievous waste. That the results of higher education had been beneficial generally, had been testified to on so many occasions and by so many competent witnesses that it was not necessary for him (the speaker) to dilate upon the subject. He could not say whether Mr. Raza Khan Sahib regarded himself as a product of higher education or of lower education, but he was an exception to the rule when he stated that higher education had produced discontented and disloyal people. Higher education had furnished the State with a body of most useful, capable and honest servants and had cemented the ties which existed between the people and the Government. While he felt that more importance ought to be attached to the spread of Primary education in the country, he thought that higher education was also one of the legitimate aims of every civilised Government and that the Government would be acting unwisely if they withdrew higher education from those who desired it. The time might come, in the distant future,

when they might be able to do so, but that for a long time they might not be able to do so was a situation which the Government must accept. So far as higher education was concerned, the amount of expenditure incurred by the State was now reduced to a considerable extent from what it was and for a long time to come that minimum was an irreducible minimum. With regard to the allotment for University and Collegiate Education, there were one or two remarks in the Budget Memorandum which required explanation. He found in the Memorandum that the Government of India had been pleased to allot to this Presidency Rs. 70,000 annually for University and Collegiate Education. He found that out of the sum of Rs. 70,000 only Rs. 5,000 was allotted for the year 1904-05 and that this amount was utilised to meet the payment of travelling allowances to Fellows of the University residing in the mofussil attending University meetings. In the year 1905-06 a sum of Rs. 16,000 had been allotted to meet expenses resulting from the inspection by the University of Colleges. Though the Government of India had decided to allot a sum of Rs. 70,000 every year for a period of five years, yet a sum of only Rs. 5,000 was allotted in 1904-05 and in the year 1905-06, a sum of Rs. 22,000 only had been utilised for the purpose of Colleges and University. What became of the remainder, the Hon. Member did not know. Whether the remainder had not been granted by the Government of India or whether it had been found impracticable to utilise the remainder, he did not know. He believed that the Government had made a grant to the University of Rs. 1,05,000 in the beginning of this year to be utilised during a period of three years for University and College purposes. If Rs. 70,000 was the amount allotted for University and Collegiate Education, they ought to have had for a period of three years Rs. 2,10,000. He did not know why the allotment had been cut down from Rs. 2,10,000 which ought to have been given to Rs. 1,05,000. If this sum of Rs. 2,10,000 could be placed at the disposal of the University, many reforms which had been advocated could be introduced and he would respectfully suggest to Government to utilise it for the purpose of the University and Colleges. A number of ways could be suggested in which these funds might be utilised. For instance there were Government of India Scholarships which were now awarded for two years, out of five, to enable selected Indian students to proceed to England to prosecute their studies in some University, but if they had the additional funds to spare, they might make it an annual institution. That was

one of the directions in which the additional funds, if available might be utilised. With regard to scholarships for technical education, the order of Government recently issued did not furnish the public with sufficient information. With regard to chemical industries and tanning all the necessary information was not available. It was desirable that Government should publish such further information as it might be possible to secure, with regard to what industries were likely to be paying and profitable and what the places were in this country in which previous training could be obtained. If the necessary information were collected and published by Government, there would be no lack of candidates who were willing to avail themselves of the scholarship and proceed to foreign countries. With regard to Primary education, apparently all of the Rs. 6 lakhs allotted last year seemed to have been absorbed in buildings, and he ventured to think that the Rs. 6 lakhs this year should be utilised in starting additional Primary schools. The Hon'ble Member suggested that Government should take steps to make Primary education compulsory and that they might, as an experimental measure make it compulsory in select municipalities in towns. Any scheme for making Primary education compulsory throughout the Presidency he conceded was impracticable from want of funds. It would take quite Rs. 13 lakhs to give compulsory education to all the children in the Presidency, but if the experiment were for the present to be tried in certain municipalities and towns in the more advanced Districts, there was no reason why it should be viewed with disfavour. Any charge or cess which might be imposed on the people for the purpose of making Primary education compulsory would not be looked upon with the same disfavour as other proposals for taxation. If the experiment succeeded in select areas, it might be feasible hereafter to extend the scheme to other parts of the Presidency.

The Hon'ble Mr. L. A. Govinda Raghava Iyer also strongly protested against the remarks of the Hon'ble Nawab Mahomed Raza Khan. He could say with confidence that judged by all the tests that are open to fair consideration, the educated classes in this country had not ceased to justify their existence. He went on to discuss the question of Primary education and advocated an increase in the salary given to the teachers in the Primary schools.

THE HON'BLE DR. BOURNE.

The Hon'ble Dr. A. G. Bourne said that fortunately the Government had been in a position

to push Primary education in a way it had never been possible before. He thought that it was the beginning of what might grow into very large proportions. It had been pointed out to that the Rs. 70,000 which was allotted for College and University purposes was not utilised fully during the year. He believed that His Excellency's Government would be able to tell them that the balance which was not utilised would be held over till they were able to utilise it. As it was, it was intended that this grant was to enable Colleges to carry out the reforms which were intended when the University had revised its Regulations.

The Regulations had not, as yet, been fully revised and in the meantime, he believed the money would be held over and would be available when reforms were required. He hoped that he was correct in this surmise. It had also been suggested by Mr. Sivaswamy Iyer that instead of spending all the Rs. 6 lakhs on school buildings last year, they might actually have started some schools, but the 6 lakhs were placed at his disposal only a year ago and he could not go and buy schools ready made. They had to arrange for teachers and pupils and to settle where to put the schools—schools were not commodities to deal with at a moment's notice. He thought that school buildings were badly needed, and he therefore, recommended that Government should first spend all the money on buildings, and in the year that had passed since the allotment was made they had now a large number of buildings, and he hoped in the next week or two he would be able to open a large number of new schools. What he had done—and he hoped it would meet with the approval of Non-official Members—was to impress upon the Government that it was desirable to make the buildings as cheap as possible and he had been able to put up by constant pressure and discussion with the Engineers responsible for their construction, buildings at a cost of Rs. 500 and Rs. 600 which a few years ago would have cost them the same number of thousands. They were all simpler buildings and, therefore, they were able to put up more of them. The Hon'ble Mr. Sivaswamy Iyer had dealt with the most important question of compulsory education, and has suggested that an experiment might be tried in selected areas. What struck the speaker most was that the areas such as those suggested by the Hon'ble Member were areas where education had advanced, and, as such, were the least fitted for such experiments. If they were to try that experiment, it should be done in some of the

districts in which education had not caught on, so to speak, for its own sake. The speaker hardly thought that the time had arrived in this country to try such an experiment as that. He, however, promised that he would certainly keep that idea prominently in his mind and if an opportunity presented itself he would gladly avail himself of it. The Hon'ble Mr. Govinda Raghava Iyer had referred in his speech as to the increase of pay to the Primary School Teachers. He certainly thought that the pay of those teachers should be increased and during the last year, whenever there were recommendations made by him to the Local Boards and Municipalities regarding the increase of the salaries of these teachers, he had always urged it and Government had in most cases been able to accede to his request. Of course, they could not carry it out to any very large extent with the allotted money at their disposal. He thought that the pay ought to be increased very largely for it was quite appalling to see that the salary of a primary teacher was in very many cases less than that of a peon. There were at present not fewer than 30,000 primary teachers in the Presidency and the amount of 6 lakhs would not be quite sufficient to increase their salaries even by Rs. 2 a month.

THE HON'BLE MR. G. S. FORBES.

The last point on which I have some remarks to offer is education. The Hon'ble Dr. Bourne has already spoken on most of the questions raised by Hon'ble Members. The Hon'ble Mr. Muthukumaraswamy Mudaliar and the Hon'ble Mr. Govinda Raghava Iyer referred to the need for more trained teachers and for better pay. The Hon'ble Dr. Bourne has explained the position of Government in these respects. The Government are quite alive to the need of more trained men, but the fact is that it is quite impossible to get a sufficient number of trained men for Primary schools and that a degree of efficiency less than what is to be expected from a trained man must be accepted if Primary schools are to be kept open. It is more important that these Primary schools should be kept open with men with less than the minimum required than that they should be closed for want of trained men. The Government have been constantly insisting in almost every annual report upon the necessity of having trained men. But if trained men cannot be had, we must accept a smaller degree of efficiency. A trained teacher, however, gets a higher grant, and there is no doubt that trained teachers are coming in larger numbers, and, under Dr. Bourne's administration and with the opening of

more training schools, I have no doubt that in a very few years important improvements may be expected. With reference to increasing their pay, the Government have been entirely in accord with the Hon'ble Dr. Bourne, and so far as means allowed they have given effect to all his proposals to increase the pay. But it is fully recognised that the pay given to them is absolutely inadequate for any teacher worth the name. Again it is a matter of money. On the large question of compulsory education the Hon'ble Dr. Bourne has made some pertinent remarks. It is of course, a very large policy and it is not necessary to discuss it here now. With reference to what the Hon'ble Mr. Sivaswamy Iyer said that an experiment should be tried, I would like to say this: it would be quite impossible for Government to start an experiment unless they were quite certain that, if the experiment was successful, it could be extended all over the Presidency. We cannot start an experiment of that sort and then withdraw from it afterwards; we must be prepared to go on with it. The difficulties besetting the question of compulsory education are large and require a great amount of consideration.

The Hon'ble Mr. Sarma has asked why the Government of India have not given a special grant for Technical education, as they have done to other Presidencies or Provinces. The Government of India have given no explanation; but I presume that the reason is that we are so far ahead in the matter of technical schools, technical scholarships and technical examinations that they thought it desirable to give assistance to other Provinces in the meantime. I do not think that in any other Province in India they have got these Government technical examinations to the same extent as we have here. We know that a very large number of pupils come up for this examination and pass it and this has been going on for a good many years now.

With reference to what the Hon'ble Mr. Sivaswamy Iyer said about the technical scholarship and the necessity of the Government publishing some information as to the practical knowledge that scholarship, I may say that the Hon'ble Member has brought the matter privately to the notice of the Government; and information is being gathered, and as soon as it is gathered it will be issued. Of course the scholarship advertised for chemical industries and tanning is intended only for this year, but next year, if no one comes forward for these particular subjects,

the Government may divert it to some other subject.

Lastly, there is the question of University education. I presume it means higher education. I would just like to say one or two words with reference to what the Hon'ble Nawab Mahomed Raza Khan said in regard to higher education. I hope that either the Hon'ble Member's experience has been unfortunate or that he has misread the character of those with whom he came in contact. At any rate, I don't think the Hon'ble Member can expect the Government to sympathise with what he has stated as the results of higher education. The very fact that large grants have been made for University education by both the Government of India and this Government shows that they do not regard higher education in this light. They have certain duties towards higher education. Of course it is a different question as to what extent higher education should be supported by the State and how far it should be left to private enterprise.

That is an entirely different question from the question of the results of higher education. The Government have made no reflection on the results of higher education. The only controversy so far has been how far higher education should receive assistance from the State. That is quite a different question. Some think that it should get much larger assistance, while others think it should get much less. There is no sign of the Government changing the policy which they have so far adopted. They have till now given very large assistance to higher education and will doubtless continue to do so for many years. But there will always be that controversy as to what extent higher education should be supported by the State, where the margin should be drawn, and how much of allotment should be made from the rate-payers' money. It is recognised that Primary education has the first claim. Every Hon'ble Member here is quite satisfied, and Hon'ble Members have all said so, that Primary education is the first thing to be dealt with in this country. Then there is the question of funds. After the claims of Primary education are satisfied, the question is how much can be allotted for higher education in justice to all other administrative claims.

The Hon'ble Mr. Sivaswamy Iyer referred to the grant made by the Government of India for University and Collegiate education. The lapse of the provision last year was due to the failure of the Secretary of State to incur fully the estimated expenditure for the year. He was asked to send

out certain educational requisites, but these were not supplied in full, and therefore the grant lapsed. Orders have been issued to the Director of Public Instruction to submit proposals with a view to utilise the grant which has been made by the Government of India for University and College instruction. As a matter of account, as the schemes have not been ready, most of these grants have gone into the general balances. But the Hon'ble Mr. Sivaswamy Iyer need not be afraid that any portion of the money granted by the Government of India for University and Collegiate education will be kept back. And though it has not been put into a separate account and though it merges at present in the general balance, it will be given back when required. Very likely the University may spend a portion of it on the endowment of Professorships. I think the Hon'ble Member may rest assured that the whole of these grants will be made available for the purposes for which they were designed. I think these are all the remarks that I have to make.

UNIVERSITY REFORM IN MADRAS.

THE LIMITS OF UNIVERSITY SPECIALISATION.

All University teachers must be interested in the very clear and definite Interim Report of the Committee of the Senate appointed on the 16th December, 1905. A Committee of twenty-four so constituted could not but be representative of most of the views and interests connected with the Senate, and if these views and interests sometimes produce strange results, that is only to be expected from the nature of the case. Certainly it is wise of the Committee to issue an Interim Report on the general principles they recommend, as these are of so striking a nature as to demand the most careful consideration of the Senate, and to arouse very various opinions in the minds of College teachers. Some proposals are in fact so different from the rules not only of Madras, but of all other Universities, that one can scarcely allow them to remain unchallenged; nor indeed does the Committee seem to expect it. Others are evidently the result of sound academic experience and deserve a hearty welcome. It is note-

worthy that on some of the most remarkable proposals only fifteen out of twenty-four members were present, and the Resolution was carried by a bare majority of one. This seems to have been the case in the very debatable Resolution on the F.A. course.

In general appearance the Report gives a complete victory to the extreme specialists, but a victory so complete as to be worse than a defeat; for it shows that in order to secure an absolutely free hand in his own subject, the ultra-specialist is prepared to debar his students from a sound general education. They shall learn his particular subject well indeed, but nothing else. Such treatment may make specialists, but it will never make scholars; and it is doubtful whether the proposed F.A. courses are not in themselves too narrow to form an adequate basis for research. Certainly they are much narrower than the corresponding courses in any British or American University, while they afford no guarantee of that sound and scholarly general education which makes high specialisation possible in a German University.

To the ultra specialist, who thinks simply of his own subject, and is prepared to throw overboard everything else, comes, as an unexpected ally, the reactionary, who wishes to throw overboard as much as possible, and make the course, especially the Arts course, as easy as may be. A simple diplomatic *coup*, and lo! Science disappears from the Matriculation, the First-in-Arts is whittled down to English and one other subject, and both parties are satisfied. A student may now take the M.A. Degree in Philosophy without ever having learnt even the rudiments of Natural Science, the most elementary facts of Ancient History, or any classical language. Beyond his English and a little Tamil, his school History and Geography of India and Great Britain, and his school Mathematics, still further "lightened", he will know nothing but Philosophy. Similarly the student of History, of Mathematics, of Science, of Indian Languages, may boast of his general ignorance of all other subjects.

But is this sort of thing education, and is it likely to be so regarded by those great Universities of Europe, to which Madras has, with some difficulty, got itself affiliated? Whatever may be the answer to the first question, there seems little chance to the second; for it is hard to ima-

gine any great European University recognising an academic course built upon so flimsy and narrow a base, far shallower and narrower than what it requires in its own case. And the reputation of Madras for specialisation is hardly yet so great in Europe as to warrant the dispensation with a good general course of study. Let the University take heed how it deals with the First-in-Arts course, lest, in disestablishing it, it disaffiliates itself.

The exclusion of Science from the Matriculation,—that goal of the reactionary party for so many years,—and the whittling down of the First-in-Arts course to two subjects, rests on some of the most pernicious academic heresies of the day, which though often scotched seem never dead, and appear fresh and wriggling in the clear waters of this Report. We are seriously asked to believe that the average F. A. student's ignorance of English is owing to the "breadth" of the Matriculation course, a course at which any IV Form boy in an English School would scoff; and that the defects in the knowledge of English in the Junior B.A. class student are caused by the "breadth" of the F. A. course, a course not broader but narrower and shallower than that in most modern Universities. The arguments in this part of the Report seem so fallacious and mischievous as to demand a flat denial. Here it is.

The defects in the education of the Madras under-graduate are not due to the present courses of study, and are not the results of too diffuse reading. They are due to:—

(1) The bad staffing of Schools and some Second Grade Colleges, resulting in classes being under the care of slack, unmethodical and ignorant teachers; (2) the almost complete neglect of preparation by most High School masters, their bad teaching methods, their ignorance of the larger and more stimulating books, and the lack of interest they often show in their pupils; (3) bad school organisation, resulting in Mathematics graduates being in charge of History classes, Philosophy graduates teaching Mathematics, and History graduates teaching Chemistry; (4) bad supervision by lazy or lenient Head Masters; (5) a scandalous leniency in class promotions, apparently for the sake of deriving the higher fee income from the higher classes; (6) the inadequacy of school libraries and laboratories; (7) the worship of percentages by Matriculation and F.A. examiners; (8) the neglect by both the

Department and the University of the equipment and teaching methods of recognised schools, and their failure to give adequate guidance and supervision to see that subjects are properly taught,—a neglect now happily passing away; (9) *English not being spoken* in the homes of a large number of students; (10) the narrowness of their range of reading; (11) their mistakes in class work not having been properly corrected; (12) their not having been trained in accuracy of thought and expression.

An "improved knowledge of English" is not "the chief need of the average Madras student," but a more accurate and scholarly training and a wider mental horizon.

The scope of the present Matriculation and F.A. examinations is not "wide," but both narrow and shallow compared with the courses of study in schools and Universities in Europe and America, as every one knows who takes the trouble to enquire. And narrowness is peculiarly unwise in the case of Indian students, who have so few opportunities of getting general information.

These courses are not "generally, if not universally, felt to be unsatisfactory." There is little or no dissatisfaction with them, and they are in close conformity with corresponding courses in other Universities, though rather easier. It is not the courses, but the preparation for them, and the way in which the examinations are conducted, that have given dissatisfaction, and that chiefly in quarters where the teaching is notoriously bad.

The "low standard" is not created by "their breadth," but by many quite different causes for which the Report suggests no remedy.

The "narrower range now suggested" may "imply as its correlative a higher standard within that range," but it gives no guarantee that the standard will rise; while it makes it certain that the student will cease to learn several most educative, stimulating and useful subjects, which he practically cannot acquire elsewhere, and without which he cannot be considered really educated.

The changes rest on the pernicious doctrine that if any subject is badly taught it should be cut out; while common sense says that if it is a good subject it should be retained, and that it is the business of the Department and the University to see that it is well taught.

The specialisation proposed for the F. A. and Pass B. A. courses is bad in principle, and likely

to be worse in practice. It is opposed to the system of every University in the English speaking world, which invariably insists on a thorough test of broad general knowledge before allowing a student to specialise, and inevitably makes the course for the Pass Degree a much more general one than that now proposed.

Even for the Honours B.A. the proposed F. A. course is too narrow a preparation; since it is proposed to cut out several subjects most useful both as a mental training and as an auxiliary to specialised work, e.g., Physiology to the student of Psychology, Physiography to the student of History, Ancient History to the student of Literature. All these, as well as the Science course in the Matriculation, have a definite culture value, and without them the general culture value of the Degree is bound to fall, no matter how much it is specialised.

It would be cruel to do more than allude to the fact that the Indian student is apparently expected to begin to specialise at the age of 16, after such school training as the Department may vouchsafe to him and to begin, too, on Psychology and Economics. Let those who have the slightest knowledge of Indian schools and Indian students, and of the amount of knowledge of these subjects possessed by college teachers, imagine the result.

If it is advisable to reduce the extent of the Matriculation or F.A. courses, a view in support of which no evidence has been laid before the public, and which a knowledge of F.A. and B.A. students, and of well organised school and college classes, makes it impossible to admit, let it be done with the utmost caution, and to a far less degree than is suggested in this Report. Better that a man should not specialise at all, at least for a degree, than that he should do so on a bad general training, which would be bound to vitiate his later work. At most, F.A. students might be allowed to bring up one subject less than at present, the choice of the subject omitted being left to the college concerned.

In short, it is hard to see how the Matriculation, F.A., and Pass B.A. proposals in this Report can have been passed, unless some members of the Committee, not on the Sub-Committee, wished to wreck the higher part of the scheme by letting the ultra-specialists work their will on the lower,—a hypothesis one does not like to make, or that the Department proposes the introduction in a School Final Examination of a general test equal

to the present F. A.,—a hypothesis for which there seems as yet no justification.

As regards the lower part of the scheme the proposals of the Sub-Committee seem much more rational than the Resolutions ultimately adopted, particularly the suggestion that Botany should be an alternative to Chemistry and Physics, a most valuable one. It is above all things necessary that the Indian student should be early taught to use his eyes and hands, and to study nature: and to substitute Linguistics for Nature Study, as this Report suggests, is not modern and scientific but mediæval and scholastic.

As for the Resolutions on the Honours B.A., and the General Resolutions, where the Committee seems on firmer ground, they appear on the whole a bold and statesmanlike solution on generally approved principles of problems of some difficulty. One point, however suggests itself, namely, whether it might not be advisable to retain for the present an examination for the M. A. degree, or at least to require the presentation of a dissertation after taking the Honours B. A. before admission to the M. A.

Among the many valuable suggestions in this part of the Report, not the least useful are the proposed change in the date of the degree examinations, and the recognition of the desirability of introducing the inter-collegiate lecturing system, two reforms of a most beneficial and far reaching character.

With the best will in the world for the encouragement of research and the advancement of learning, let us not forget the timely warning of Professor Oman (*Mail*, February 9) that "the first problem that must be faced is that this University is a place of education as well as a place of research," and that of the students of the University "a very small proportion are destined in the end to take up the burden of original research," nor indeed are these likely to increase Madras until research scholarships are more in number and better distributed as regards subjects.

It is always pleasanter to praise than to criticise, and it is to be hoped that those in charge of this most interesting Report, will bring forward and carry in the Senate the General Resolutions, and those bearing on the Honours B. A. courses, the most valuable parts of it, before considering the more debatable portions dealing with the Matriculation, F. A. and Pass B. A., and will show their readiness to accept such a reasonable compromise as will, without lowering the culture-value of the Madras University degree, or endangering its

affiliation with the great Universities of Europe, secure the acceptance of the really valuable results of their work.—

R. S. LEPPER, in *The Madras Mail*.

THE MADRAS CHRISTIAN COLLEGE.

ANNUAL PRIZE-GIVING.

We regret that limitations of space prevent our giving fuller notice of this important occasion.

The annual distribution of Prizes of the Madras Christian College took place at the Anderson Hall. The chair was occupied by Mr. C. A. Paterson, Registrar of the Madras University. The Rev. W. Skinner, Principal of the College, read the report of which we can give only a meagre summary.

The average number on the roll of the College was 790 as compared with 768 in the previous year, the increase being in the First College Class, which was comparatively small in 1904. Very many candidates for admission to all the other classes had, as usual, to be refused for want of room. In the school the average number on the roll was 903 as compared with 973 in the previous year. In the Lower School a beginning was made with clay modelling, while considerable interest was taken by the young boys in a garden which they started in the piece of ground round Dr. Miller's statue. The recent operations round the statue have had the unfortunate effect of undoing all their efforts, and have converted the garden into a wilderness. The school was carefully inspected by Mr. A. Mayhew on the 4th and 5th May. In his report he comments favourably on the discipline, dress and manners of the boys, on the policy of reducing the numbers in classes, and on the conscientiousness of the staff.

At the B.A. Degree Examination 213 candidates appeared from the College in the English Language Division. Of these 116 passed, 1 in the first class, 31 in the second, and 84 in the third. In the Second Language Division 190 appeared, namely, 63 in Tamil, 31 in Telugu, 13 in Kanarese, 26 in Malayalam, 52 in Sanskrit, 2 in Uriya, 2 in Latin, and 1 in Hindustani. Of these 145 passed, namely, 51 in Tamil, 26 in Telugu, 11 in Kanarese, 24 in Malayalam, 29 in Sanskrit, 2 in Uriya, 1 in Latin, and 1 in Hindustani. In the various branches of the Science Division 238 appeared, namely, 35 in Mathematics, 72 in Physical Science, 11 in Zoology, 58 in Philosophy, and 62 in History. Of these 118 passed, namely, 11 in Mathematics, 28 in Physical Science, 8 in Zoology, 29 in Philosophy, and 42 in History. Mr. K. C. Chakko, who stood equal first in the Philosophy Branch, gains one of

the two Miller Gold Medals awarded this year by the University; and Mr. K. M. Abraham, who stood fourth in the English Language Division, obtains the Jubilee Medal as first among the Native Christian candidates in that Division. For the First Examination in Arts, 212 candidates appeared from the College, of whom 79 passed. For the Matriculation Examination 100 candidates appeared from the school, of whom 40 passed in the second class. At the M. A. Degree Examination, neither of the candidates who appeared from the College, in Physics and Zoology, respectively, and to whom M.A. studentships were awarded in 1904, passed. At the Higher Grade Peter Cator Examination in Scripture, M. V. G. Moses gained the first prize.

The report concluded by referring to the difficulties the College had to contend with in regard to Athletics. It had lost its cricket-pitch in the High Court compound, much of its recreation ground on the shore and had had to transfer the gymnasium, tennis and badminton courts to a new site.

By the purchase of the Fenn Hostel the Council had become owners of the four hostels connected with the College, which had cost altogether nearly two and a quarter lakhs.

After the reading of the report by the Principal, the Chairman made the following speech:—

LADIES, GENTLEMEN, AND STUDENTS.—My first duty is to thank the Council of the Madras Christian College for the honour they have done me in asking me to preside on this occasion. For it certainly is an honour to preside at this great gathering, but I feel that that honour also carries responsibility with it when I think of the many distinguished men who have preceded me as Chairman on similar occasions.

During the past twenty-six years the work of the College has greatly developed, and I congratulate the College on the development and progress that have taken place. More especially must I congratulate the College on the success of its work during last year, when the work was carried on under exceptionally trying circumstances. As these circumstances are detailed in the Annual Report, I think it better not to refer to them again now. My next duty is to say a few words to the students and pupils of the College. In doing this I might follow the beaten track and congratulate the prize-winners on their success and wish them still greater successes in their future careers after finishing their College studies, and console those who have not gained prizes by assuring them that it is not always those who obtain prizes in School and College that afterward succeed best in life. These may have a

good start but the most brilliant successes in life are obtained frequently by persons who were not among the prize-winners in School and College, and occasionally even by persons who had been regarded as dunces. Or I might speak about those delightful studies which occupy your time within these walls; studies which, while they may form your taste and strengthen your intelligence, will prove to you in future years both a guide and a consolation. But when I recollect that you have frequently been addressed on these topics in a manner more able than I can hope to attain, I think it best just to say a few words to you in my character of a Scot addressing persons in whom the Scots, yes, and the English, too, are deeply interested, quite satisfied if, when we are separated, any chance remark of mine may recur to your memory and lead you to not altogether unprofitable meditation. And I cannot do better than introduce my remarks by referring to an incident recorded in Lockhart's "Life of Scott." When some one in Sir Walter's presence made a remark that implied that literary talents and accomplishments were to be honoured and esteemed above all other things, Sir Walter replied, "God help us! what a poor world this would be if that were the true doctrine! I have read books enough, and observed and conversed with enough of eminent and splendidly cultured minds, too, in my time; but I assure you, I have heard higher sentiments from the lips of poor, uneducated men and women, when exerting the spirit of severe, yet gentle, heroism under difficulties and afflictions, or speaking their simple thoughts as to circumstances in the lot of friends and neighbours, than I ever yet met with out of the Bible. We shall never learn to feel and respect our real calling and destiny unless we have taught ourselves to consider everything as moonshine compared with the education of the heart."

Yes, gentlemen, it is the education of the heart that plays the most important part in a real Education, and the education of the heart takes the first place in this College. This College was originally founded with that object in view, and all its teaching is still subservient to that great end; and that no one may be able to allege ignorance of that fact, the distinctive object of the College is proclaimed to the world in its very name, the *Christian College*. You who have come under the teaching of this College in the most impressionable years of your lives, have thereby incurred an added responsibility. For much is required of those to whom much is given. No matter what you may do in after years, you cannot get rid of that responsibility. You have been taught, without qualification, that the highest ideal of man is to be pure, truthful and

unselfish, to love God and your fellow men; and that knowledge will form part of you throughout your whole lives, and you will be responsible for the use you make of that knowledge. Students in other institutions who have not received such teaching do not incur the same responsibility as you. Wherever you go, your knowledge will go with you, and a nobler life will, therefore, be expected of you than of others. The people of Scotland and England who support this College expect it of you. Your fellow-countrymen, who know that you have received such teaching, expect it of you. And God, who judges men according to their opportunities and the talents with which they are endowed, expects it of you.....

I have used the word *unselfish* advisedly. There can be little doubt that during the next thirty years or so, when you will have finished your College education and when you will be engaged in your life's work, great political and social changes will be taking place in this country and you will have to do your part in bringing about these changes. If you really love your country, if you desire to make a proper use of the teaching you have received here, you will not exhibit that spurious patriotism which consists in pure selfishness, national prejudice and bigotry, but you will exhibit a noble patriotism that elevates a nation by noble work, that shows itself in honest, sober and upright lives, that seeks to purify a nation by getting rid of evil habits and customs, that protects the poor and the weak, that seeks to educate and elevate women, for where women are debased the men are base, and where women are highly respected the men are elevated too; that seeks to remove artificial distinctions founded on birth or caste, that recognises the rights of man as man made in the image of God and endowed with a thinking and responsible soul. But there must be no selfishness in your conduct; you must see to it that you seek the good not merely of your own section of the people, but of the whole nation.

Only in such a course of life can you expect to find true happiness. The selfish man is always unhappy. I do not say that you may expect to be free from care, anxiety, and trouble. I would not wish that you should be. Care and trouble are the lot of man here below, but, if they are rightly met with humble submission to God's will, they will ultimately conduce to your true happiness.

The Rev. Dr. W. Miller, O.M., in proposing a hearty vote of thanks to Mr. Paterson for presiding on the occasion, referred to the many acts of kindness that he had done to the College for a period extending over 26 years.

OUR ENGLISH LETTER.

CAMBRIDGE, March 1906.

Many of us have learnt our Hebrew alphabet from the Hundred and Nineteenth Psalm. At the present moment there seems a probability that we shall be able to learn our Greek alphabet (along with some other useful things) from the *Westminster Gazette*. A few weeks ago *Kappa* was writing an excellent series of articles on our so-called public school education. Now it is the turn of *Lambda* on the University. Before long we may all be trying to evaluate *Pi*. There is a rumour that *Kappa* (whose essays are now printed in a collected form) was Mr. William Archer. Who *Lambda* is I do not know: but he seems to be as able a man as *Kappa* himself.

I cannot find space here to summarise *Lambda's* remarks. He touches chiefly on Oxford, obviously because he knows it best: but most of what he says would equally apply to Cambridge. Special-ly is this the case with his main theme, the expense of the University, which closes its doors to all but the richest class of young men. It is fifty years since Froude said that he could have got as good lodging, better board, and infinitely better tuition for half the money he paid. Much of that is remedied; there is not the same *extortion* as of old, nor is the teaching bad. But the social demands are as great as ever: a man is expected to keep up to a certain standard. If he does not, he soon learns that Oxford is no place for him. Why not, says *Lambda*, 'develop the social spirit of an Oxford college without its enormous expense?' Oxford and Cambridge are probably the only two Universities in Europe which acquiesce in their limitation to the wealthier classes; yet in 1852 Archbishop Temple pointed out that it would be easy to open Oxford, by establishing hostels and residences, to men of moderate means. 'If the wealthier colleges could contribute according to their ability, Oxford could appeal to public assistance with more confidence than she can at present.'

But what is wanting is not the money but the will. 'When, not long ago, a wealthy Oxford college was asked to make a grant towards the maintenance of the college for training elementary schoolmasters which exists at Oxford, and the applicant sought to point his request by urging that teachers should help teachers, this bold bid for professional sympathy was met with the retort that he might as reasonably compare an artist and a house-painter!' The danger of this spirit can be easily seen if we remember that there are now in the House of Commons more

than fifty Labour members, all of whom received their education in elementary schools, and many of whom might have become University men, or at any rate have been taught by University men, if this stupid divorce between higher and lower education were not maintained.

On the question of Research, *Lambda* points out that it is confined to men who have even more time and money to spare than the ordinary under-graduate—necessarily a small number indeed. Under-graduate research does not exist: among graduates who teach, research is only carried on amid great difficulties. How is the hard-worked tutor, or the harder-worked coach, to find time for study on his own account?

Yet Oxford possesses the means of encouraging post-graduate investigation. She has 'prize-fellowships': and, though few colleges are rich enough to avail themselves of their right of awarding these fellowships, two are given annually by All Souls, and two or three more annually by other colleges as they find means. Messrs. Grenfell and Hunt, indeed, have been enabled to carry on their 'epoch-making' researches in Egypt by means of prize-fellowships. But, of the thirty-five men who hold these emoluments, few indeed were elected for such purposes. The politician waiting for a seat in the House, the barrister waiting for a brief, these are our Prize Fellows. To these men, says *Lambda* justly, *honorary* fellowships may well be given: but endowments should never be given to men who do not need help, and remember, the class from which Oxford is recruited is a class that is *ipso facto* able to provide an income of £300 a year for four or five years; and, very often, the man who secures a fellowship often has at least that income for life from his own private resources.

All this, and much more, is what *Lambda* finds to say about our Universities. Occasionally he has made mistakes of detail; some of his figures have been corrected by men in a position to know; but as a whole, and in general, what he says cannot be refuted. It is to be hoped that his words may bear fruit, and that speedily.

Ere these lines reach you, it is not impossible that the new Education Bill may have been read a first time in the House of Commons. At present all is conjecture. Mr. Birrell, like a wise man, keeps his own counsel: and, indeed, it is said that the Bill has not yet been finally drafted by the Committee of the Cabinet set apart for the purpose. Two things, however, we do know; first, that there are two hundred Free Church members of the House, pledged to see justice done to Nonconformity, and that even the enormous

majority of the Government would disappear if they are seriously dissatisfied; secondly, that Mr. Birrell, himself the son of a Baptist minister, in a letter to a Free Church meeting the other day, gave it plainly to be understood that the two cardinal Nonconformist demands are to be met. There is to be complete popular control of the schools; and there are to be no religious tests for teachers. The non-provided schools will therefore disappear, and the Cowper-Temple and conscience clauses will then apply to all schools alike. What is to be done to meet the claims of high Anglicans, Catholics, and Jews; whether there will be a 'right of entry,' and whether the 'entry' will be during school-hours or out; whether the non-provided school-houses will be rented from their present holders; all these questions we cannot yet answer. Meanwhile the time is full of mingled hopes and fears. Dr. Robertson Nicol, in the *British Weekly*, suggests secular education; Lord Hugh Cecil will die in the last ditch before he will give up dogma; the Archbishop promises there shall be no Passive Resistance on the part of the chief authorities of the Church; and the Bishop of Carlisle writes on lines which, if they had only been adopted in 1902, would have saved nearly all the trouble. Most important of all, Mr. Acland sends an open letter to Mr. Birrell, urging several points that have hitherto been cast into the background by the religious quarrel, but which ought never to be forgotten for an instant. He reminds Mr. Birrell of the claims of secondary education, of the poor provision at present made for the education of teachers, and of the lamentably low salaries on which the teachers have now to make ends meet. Mr. Birrell's reply as far as it goes, is excellent. The Exchequer grants in aid of secondary education are to be largely increased. Training colleges for the education of teachers are to be built in greater numbers. As for the salaries of secondary teachers (in which question is involved that of pensions) it is pretty certain that it will be raised on second reading or in Committee.

Meanwhile, though Sir John Gorst is out of Parliament, his great scheme for the feeding of poor children before teaching them is in a fair way to adoption. It has been sent to a Grand Committee, and not to be shelved like a Deceased Wife's Sister Bill. The Government has promised to give facilities for passing it when it comes out of Committee. The bill has been opposed by individualists like Mr. Harold Cox, and by Tories like Mr. G. S. Bowles; but humanity is after all above theory; and very shortly,

doubtless, this great step will be taken, and the brain will no longer be crammed while the stomach is empty.

As I write, an intimation comes from the authoritative lips of Mr. Lloyd-George, that, if Wales agrees, provision will be made in the forthcoming Bill for setting up a National Council of Education for Wales. Many of the powers now exercised by the Board of Education will be delegated to that Council. Such a scheme would have been brought forward by the late Government; but the counties were not unanimous. Mr. Lloyd-George therefore earnestly begs that Wales will be united on this occasion. Justly boasting of the foremost position long ago taken, and still kept, by Wales in educational matters, he urges her to take control into her own hands. Let a national conference be held at Cardiff, composed of men of all shades of opinion, to discuss the details of such a scheme, and to arrive at the unanimity without which the Government cannot act.

Nothing may perhaps seem farther removed from the general theme of these letters than the editorship of 'Punch,' and yet the connection may be closer than that between George II and Snook, or that between Marlborough and an angel. For a long time there has, in fact, been an intimate association between 'Punch' and Cambridge: and, through the position of Mr. R. C. Lehmann, who was not only an influential member of the 'Punch' staff, but also the Mæcenæus of the light bards of the 'Granta,' the association has been still closer of late years. The present Editor, Mr. Owen Seaman, who succeeds a Cambridge man, Sir Frank Burnand, is himself a Cambridge man, and learnt the art of light verse, in which he is now without a rival, in writing for the 'Cambridge Review' and its more facetious rival 'The Granta.' That exquisite polish, which he knows so well how to add to his verses, is due to his classical training; in 1882 he gained the high distinction of the Porson prize—that is, he was the best man in

Only in classics of the men who had not yet completed their second year; and he was afterwards a happy classical master at Rossall. The 'Cambridge view' employs men at various colleges to send him a lot of manly notes containing news of what is going on in their colleges. It was not long before it was observed that the Clare notes were in a very different from those of the other houses. The Rev. Dnes, that, in fact, they were masterpieces of hearty vote of our. Everyone soon began to read the Clare notes on the occasion, and to ask who it was that wrote them. The mystery was now solved—they were written by

Owen Seaman; and Owen Seaman is now the Editor of 'Punch.' As for his parodies in the 'Battle of the Bays' and 'A Harvest of Chaff,' they are, or ought to be known by heart by everyone with a sense of delicate humour.

Reviews and Notices.

CAPTAIN JOHN SMITH—A. G. BRADLEY, ENGLISH.
MEN OF ACTION SERIES (MACMILLAN AND CO.)

Few except professed History students know any more about Smith, the founder of Virginia, than that his name is romantically linked with Pocahontas, the Indian maid. Yet the story of his life is one of breathless interest, for few men can have met with so many adventures.

Born at Willoughby in Lincolnshire, the son of a tenant-farmer, who died while John was yet a boy, he early developed a taste for adventure. Even at fourteen he was getting ready to run away, when his father and the men who were appointed guardians took care to frustrate the boy's intentions, and bound him apprentice to a Lynn merchant. He however disliked being chained to a clerk's desk. Somehow he managed to abscond with the second son of Lord Willoughby to France and as far as Orleans, from which place he was sent back to Lincolnshire. He now had his way, his guardians probably finding out that he was unmanageable, for they gave him "ten shillings out of his estate and their full permission to go to the devil or any other goal he chose to aim for." He went to Paris, and, being still only about seventeen years of age, served in the Netherlands, stayed awhile in Scotland and formed the plan of serving against the Turks who now menaced Eastern Europe. After several adventures, doing a little piracy and being himself robbed, and on one occasion being flung overboard, he took service under Colonel Meldritch, a prominent soldier in the Emperor's Army. The Turks were besieging Ober-Limbach, held by "Lord" Ebersbaught for the Emperor. It was necessary for the relieving army to communicate with the besieged with a view to concerted action. Smith he and Ebersbaught, whom he had already met, had amused themselves. The device succeeded. Smith employed other ingenious devices and the Turks were compelled to raise the siege. Smith was now made Captain of a troop of two hundred and fifty horse. At the siege of Reigall the Turks challenged any captain among their opponents to single combat, the loser to lose his

head. Smith was lucky enough to draw the lot entitling him to fight. He fought three Turkish champions in succession and cut off the head of each. After a crushing defeat inflicted on the Turkish army, the tide turned: Meldritch with thirteen thousand men was surrounded by forty thousand Turks. The Emperor's soldiers had either to cut their way through or perish. Only some thirteen hundred escaped. Smith was left for dead on the field, was discovered and carefully nursed back to health, not from motives of philanthropy but because it was supposed that he was likely to be ransomed. When well he was sold for a slave and purchased by a Pasha who sent him as a present to a lady at Constantinople. She conversed with him in Italian and seems to have felt a tender feeling for him. Probably her warm praises aroused suspicion, for when she sent him, fearing lest her mother should sell him, to her brother, poor Smith was stripped and fitted with a heavy iron ring round his neck. One day the chance of offered itself. He was threshing corn

his master appeared and according to his custom beat and reviled him. Smith with the threshing bat in his hand floored his master, at out his brains, put on the dead man's clothes, mounted his horse and rode off. He did not know in what direction to go, but luck aided him to find the great highway to the West. For sixteen days he journeyed till he fell in with a Russian garrison, which showed him much kindness. His career as a soldier now ended, but before he returned to England he had experience of a terrific sea fight between the British man-of-war on which he was, and two Spanish men-of-war. The fight lasted forty-eight hours and the British ship took fire as the result of an explosion and yet saved herself.

Now we come to Virginia. Surely more romance clusters about the colonization of America than of any other country. For instance a colony of French Huguenots settled on the coast of Florida in 1565. The Spaniards attacked the settlement and hanged every grown male, to the number of one hundred and forty, on trees. On the breast of each was fixed an inscription, *Not as Frenchmen but as Lutherans*. A Frenchman who had suffered at the hands of the Spaniards, vowed revenge. He captured a Spanish settlement, hanged every man upon trees with the inscription, *Not as Spaniards, but as traitors, robbers and murderers*. To achieve his object he had sold his estate, manned ships and crossed the Atlantic. The Spaniards far outnumbered his own party. This story serves to show what colonization meant when Spain was powerful.

In Smith's day Spain was weaker and the enemies to be contended with were of a different kind.

Mr. Bradley shows why colonization became so popular in the end of the sixteenth and the beginning of the seventeenth centuries. The population, small as it was, was congested. Agriculture was the sole industry. The extension of sheep-farming had swept away cottages and small farms. Wages had sunk. Disbanded soldiers were numerous. These and other reasons brought about the existence of a numerous unemployed class, but, as we shall see, a class that was not likely to make good colonists.

In 1584 Raleigh sent an expedition which landed at Roanoke in North Carolina, and in the following year sent Sir Richard Grenville, seven ships and over a hundred settlers. Provisions soon ran short, as they were to do in Smith's time. The Indians were hostile; at the first opportunity the colonists begged to be taken home, and so missed Raleigh's supply ship. Fifteen men left by this ship were never seen again. In the next year another colony was sent out. After about two years a ship from England visited the colony. There was no trace of the settlers, save for some of their effects littered about and a word carved on a post. Nothing certain was ever known of the fate of the colonists and the uncertainty bred many traditions. All these disastrous attempts had their lessons but those lessons were never learnt. When in 1607 three ships with one hundred and five colonists, among them Smith, reached America, the same dreary cycle of failure was gone through and, but for Smith's energy, bravery, prudence and authority, the story of Roanoke would have been repeated. The ships reached Virginia, sailed up the Powhatan river, now re-christened James River in honour of the British King, and, landing on a low peninsula, laid the foundation of Jamestown. At first they had little difficulty with the Indians, they did much exploring, and were entertained by Indian chiefs in a most lavish fashion. Like almost all colonists of that day, their thoughts were fixed on gold and the N. W. passage. Once they thought they had found the precious metal and against Smith's advice shipped home a cargo of yellow stuff which proved to be mica. Again they thought by ascending the rivers to get into a portion of the Pacific Ocean. Possibly talk of the great lakes misled them. However this is anticipating. From first to last the majority of the colonists were idle, idling, wasteful and helpless. The summer was a dreadful time, the Jamestown peninsula, chosen for its strategical excellence, was

a hotbed of malaria. The colonists and the sailors of the fleet which kept up communication with the mother country had no thought for the morrow. When Smith, whose natural force of character soon brought him to the front, was away bargaining with the Indians for grain in return for hatchets or pieces of copper, the colonists were giving away the public stores for ludicrously small quantities of grain. If the wild fowl season had not come, the colonists must have starved. With plenty the lessons of the past were forgotten. The following passage will give the reader an idea of Mr. Bradley's style.

"They had now a good store of corn and plenty of birds. The pleasant crisp sea on of the Virginian autumn was with them in all its glory. Chills and fever had finished. The foliage of the woods shone with magic colours. The sky was cloudless, the winds were still. Nature's fruition filled the forests with chestnuts, walnuts, chinquapins and persimmons, which last these now uncritical starvelings swore were as good as apricots when ripe. The grey squarrels were fat; the young broods of wild turkeys were wandering over the forest leaves; the big coveys of Virginian quail were clustering beneath the wild vines in the water courses and haunting the edges of the corn fields. There was abundance, for the present at any rate, though a terrible winter in store."

Smith, by far the most enterprising of all the colonists, was exploring a tributary of James river. He left his boat with its crew and went on with two Indians and two Englishmen. Finally Smith left his canoe with two Englishmen and one native. The local Indians proved hostile and Smith's party disobeyed his strict orders. The result was trouble. The large party lost one of its number and rowed straight back to Jamestown. Smith heard the Indian war-whoop. Suspecting treachery, he seized his Indian companion and bound him arm tightly to his own with a garter. Arrows began to pour in on the pair. The Indians were led by an old friend of Smith's and he yielded to superior force. They knew whom they had captured and made much of him and took him at last to Powhatan, the first chief to make the acquaintance of the white race.

"When Smith entered into the presence of the Powhatan all the assembly gave a great shout. The Queen of Appomattox was appointed to bring him water to wash his hands and a bunch of wild turkey feathers to dry them on. He was next feasted, and then a long consultation was held, at the conclusion of which two great stones were brought and placed before Powhatan. Smith was now seized, dragged to the stones, and his head forced down on them. The men stood round with their clubs raised to beat but his brains at a word from their chief, 'when Pocahontas, the king's dearest daughter whom no entreaty could

prevail, got his head in her arms, and laid her own upon his to save him from death; whereat the Emperor was contented he should live to make him hatchets and her bells, beads and copper.'" The last words are Smith's own and have given rise to a great controversy as to Smith's truthfulness. Perhaps the interference of Pocahontas is of the nature of a 'legal fiction.' Smith, having slain an Indian, must die. Powhatan, his friend, could not disobey the blood-law, willing as he might be to save Smith. When man is in a difficulty he turns to woman to help him out, and the whole scene may have been deliberately contrived by Powhatan and Pocahontas. Ceremonies were performed which had the effect of adoption. Smith was to be one of themselves. Smith however violated all the principles of romance by not falling in love with and marrying Pocahontas. It was left for another Englishman to give additional interest to the story of Pocahontas' life. She married John Rolfe and was baptised into the Christian Church before the marriage ceremony. She learnt to speak English and acquired English manners and on her husband's return to England, became a figure at Court, died of consumption and was buried at Gravesend.

Smith's new relation to the Indians brought about a constant supply of food to the colony, but this happy condition had no effect on the lazy, envious men who made the bulk of the settlers. They intrigued against him, and when he was appointed President, gave him far more trouble than the Indians did. The gaps in the numbers of the colonists had been filled up by fresh arrivals, but the behaviour of the men thus sent out from home makes us feel that the charges often made of laziness, indolence, gluttony against Englishmen are not new. If such were the staple, it is wonderful that Britain made any colonies. Smith kept the colony going by sheer energy. A bad accident compelled his return to Britain after two and a half years. Chaos ensued. The Indians had no longer his genius, great in war or peace, to contend with, starvation was imminent.

Meanwhile at home a new charter was obtained in 1609 and a vigorous effort made to develop affairs. Lord De la Warr was to be Governor. Sir Thomas Gates, Lieutenant-Governor, and Sir George Somers, Admiral. In June 1609 new ships started for Virginia. Lord De la Warr was detained for a time in England. The ship in which Gates and Somers sailed was wrecked on the Bermudas. Here the party had to wait for ten months, building two new ships. The other eight ships had reached Jamestown with what

is known as the Third Supply, which seems to have been the very scum of English Society. As we have said, Smith, after doing his best to control this riffraff, met with an accident and sailed home, the colony going from bad to worse. When after the long delay of ten months in the Bermudas, Gates and Somers arrived, they found the colony wasted by Indian inroads and the ravages of disease to almost nothing. "Ten days more, in the opinion of the sufferers, and the total silence of death would have been found brooding over the wreck of Jamestown, instead of the sixty emaciated wretches, who crawled out to meet Somers, even in their extremity bewildering his sufficiently shocked intelligence with piling recriminations on one another." Somers and Gates after much thought decided to embark the few survivors and to abandon Virginia. "The sixty survivors of the eight hundred and odd souls in all that had landed at Jamestown since the spring of 1607 were taken on board with nothing on but the rags they stood in, and the two ships sailed down the river, as all supposed, for the last time. Seldom perhaps in men's affairs has the hand of Providence intervened so strikingly as at this critical moment of American history; even the most cynical might feel a passing twinge in speaking of the event as a wonderful coincidence," for it was at this juncture, when Gates and Somers were actually on their homeward way, that Lord De la Warr arrived with three well-stocked ships. Back the united fleet went to the abandoned settlement. From this time forward the colony had better support from home and progressed, even if slowly. There we must leave it to trace the remainder of Smith's life. Smith did not stay long at home. He published his map and account of Virginia and undertook to visit New England. Had he been supported he would gladly have led a colony thither and so have anticipated the Pilgrim Fathers. But it was not to be. When arrangements were almost complete, some obstacle was sure to rise and Smith devoted his time and energy to travelling about England, urging colonization on all who would listen. He was making one more voyage to New England when he met with storms and practically became a prisoner of French men-of-war who engaged in piracy. His efforts for his country met with neither reward nor recognition. He wrote several works, the most important between the True Relation of his Virginian experiences. He died in 1631.

We have perhaps given undue space to the story which Mr. Bradley tells so well. Our

excuse must be that there are few episodes in our colonization equally romantic.

ENGLISH MEN OF LETTERS—SIR THOMAS BROWNE
BY EDMUND GOSSE (MACMILLAN).

We are given the story of the most famous of English physicians, the author of *Religio Medici*. We are told that though Browne went to Oxford, the Oxford medical training was utterly worthless, and that Browne studied at Montpellier, Padua and Leyden, which were then the centres of medical research and study. Browne settled down to practise medicine at Norwich and to give his leisure to thinking and writing:

"*Religio Medici*, which to Browne's contemporaries possessed a dangerous savour of scepticism, has come to be considered by us as a work of practical piety. The mind of its author had a curious mixture of directness and tortuousness which disguises from all but the careful reader the singleness of his aim. But those who are persistent in studying the whole of *Religio Medici*—a book far too often treated as if it were a mere storehouse of striking paradoxes—will discover that an unbroken thread runs through it. It lies spread out before us like a smiling champaign, through which, with singular turns and convolutions, undulates a shining river of argument. The object of *Religio Medici* then, when we lay it down after a careful reading, is seen to be a defence of the attitude of a mind scientific and yet reverent."

But in Browne the artist predominated over the philosopher. 'There seemed a chance as the argument opened that we should find here the apology of a new mind. But we are soon persuaded that our medicus belongs to the class of those who are, as Huxley put it, the mirrors of their age, not to the class of those who express the thoughts which, in two or three centuries, will be the thoughts of everybody. Browne is not, we discover, an inaugurator of this species. He stands in virtue of the fine and reasonable qualities of his intellect a little ahead of his contemporaries, but not much, and he never advances so far as to lose sight of them. In short, he is not so eminent as a thinker as he is as a writer; and we resign ourselves to the immense pleasure of bearing the average ideas of intelligent persons in the early part of the seventeenth century placed before us in the best possible way."

A FIRST READER IN HEALTH AND TEMPERANCE—
W. TAYLOR (CHURCH OF ENGLAND TEMPERANCE SOCIETY.)

The elementary facts of Health, especially in relation to alcohol, are told in a simple and bright way. The book is practically a very elementary outline of physiology. The question of total

abstinence is put fairly. There is no raving and as far as we can judge none of that distortion or invention of facts indulged in by the extreme school of temperance advocates. The book may most certainly be placed with advantage in the hands of children. They will find it interesting.

As regards Indian children, the book needs adapting. The thread of story which serves to interest the reader and to bind the whole together has of course an English background. The story might be made by translation and adaptation a most useful book for Indian children.

PIONEERS OF MODERN EDUCATION—ADAMSON, (CAMBRIDGE UNIVERSITY PRESS.)

The author starts with the revolt against authority and the beginnings of Modern Science, and sketching an English school-room in the early part of the seventeenth century, passes on to Bacon and Comenius and his Great Didactic. The New Pedagogy is shown at work in London and the Provinces. We are next told of the educational work of the Long Parliament and of Hartlib's and Milton's educational writings. John Dury, with his Reformed School, Hoole, the 'Academies' follow. Then there is a chapter on elementary education and three great movements favouring elementary education are narrated. The movement in England resulted in the foundation of the S. P. C. K. in 1699. How few of us realize the age of this excellent society. What a sum total of energy is involved in its two hundred years of life! We reach the conclusion of the book after chapters on St. Jean Baptiste de la Salle and Francke and the Pietist Schools. The book should find a place in the teacher's library.

THE STUDENT'S HAND-BOOK OF TRIGONOMETRY, PART I, BY KELA DEVA ROW. (SRINIVASA, VARADACHARI & Co.) PRICE RS. 2/-

This is a valuable and useful treatise on Elementary Trigonometry and is the first book of its kind published in Madras. It is evidently intended for the use of F.A. students and, as such, contains an exhaustive and elaborate treatment of the portions of the subject prescribed for the present F.A. course. Every principle is clearly explained and is followed by a large collection of carefully selected exercises. The chapters on compound angles, properties of triangles and solution of triangles are well-written. On the whole the author has spared no pains to make the treatment of the subject as complete and thorough as possible. But in attempting to do

so the author explains many things which the student ought to learn without any help. The changes in the signs and values of trigonometrical functions would be better understood if they were explained after the chapter on certain allied angles and illustrated by the use of graphs, of which no mention at all is made in the book. The method of using mathematical tables ought to be explained and the system of supplying all the necessary logarithms should be put an end to, the student being made to find them out from the tables.

We have also received: Religion of Ancient Greece; Religion of Ancient China; Pantheism, Animism (Constable); The Life of Nelson, The Republic of Plato, Law's Serious call to a Devout and Holy Life, Cranford, The Little Flowers of St. Francis, The Poems of Robert Burns, Utopia (Methuen's Standard Library); Hindu Manners and Customs (by the Abbe Dubois, translated and edited by H. K. Beauchamp); Roman Education, A. S. Wilkins, (Cambridge University Press); Longman's British Empire Readers, (First and Second Infant Readers, First and Second Primers); Notes on Matthew Arnold's Sohrab and Rustum.

This last we cannot recommend. Poor Arnold's Christian name is wrongly spelt not once but continually. A large amount of learning is exhibited in the notes, which however, are radically wrong in principle. Such notes as:—

Ranks—rows of soldiers formed in battle array.
Scarlet—of a bright red colour
Strode—walked with long steps and with pride in his gait
Faltering—weak
Spoke too—also responded
Lone—solitary
Brink—bank, edge
Oh! that—I wish that
ought not to appear in any annotated edition.

Indian Educational Notes.
MADRAS.

The annual prize distribution in the Stanes' High School, Coimbatore, came off a few days ago in the presence of the European and Eurasian residents of the town. The prizes for the boys were given away by Mr. Shipley and for the girls by Mrs. Shipley. There were music and recitation first. Then the annual report was read by the Head Master, from which it appeared that the Head Master, spared time nor trouble to make the school a success. During the year under report Mr. Stanes considerably enlarged the boarding house for boys and girls at his own cost, and he will also add shortly another

large room for the accommodation of the increasing number of students. After the distribution of prizes Mr. Shipley, on behalf of himself and Mrs. Shipley, thanked the Head Master for inviting them, and congratulated the prize-winners and gave the scholars good and sound advice. Mr. Stanes, who was also present, addressed the students, and the National Anthem was sung. A most enjoyable evening was thus brought to a close.

At a meeting of the friends and admirers of the late Mr. C. Hanumantha Row held at "Castle Kernan," it was resolved:—

That the memory of the late Mr. C. Hanumantha Row be perpetuated by building a room for students in the Hostel Buildings of the Central Hindu College at Benares, and by instituting a prize in the Madras University or the Presidency College, as funds may permit.

We regret to learn that Miss Scott-Coward, the Principal of the Presidency Training School for Mistresses, is now lying very ill at the General Hospital. We understand that her medical attendants have not yet decided from what she is actually suffering, but the symptoms seem to point to enteric fever.

THE students of the Literary Society of the Mangalore Government College gave a farewell entertainment to Mr. N. Ananda Rau, B.A., who has been transferred to the Madras-i-Azim, Madras. Mr. H. Malim, M.A., Principal of the College, presided. The Secretary of the Society read an address, after which Mr. U. Krishnaya, B.A., retired educationist, and Mr. P. Mangesh Rau, B.A., L.T., one of the teachers in the College, and Mr. Malim made eulogistic speeches regarding Mr. Ananda Rau. Mr. Ananda Rau, in his reply thanked the Secretary, the speakers and the students for the honour done to him, which he said with his usual modesty was undeserved. These speeches were followed by instrumental music and distribution of light refreshments. The same morning two separate group photos of the High School and the College Department, respectively, were taken with Mr. Malim and Mr. Ananda Rau, in the centre.

Rev. Fr. Jerome O'Connell, Manager, St. Albert's High School has recently left Ernakulam for Bombay en route to Ireland, having severed his connection with the Institution to which he had been attached for the last four years. The cause of his disconnection was brought about by the publication of two letters from him in the local newspapers severely criticising the Educational policy of the Cochin Durbar.

Out of the 11 candidates who appeared for the recent Upper Secondary Examination, held at Calicut, only three have passed.

We are glad to find an earnest attempt on the part of Moplah parents to give a better education

to their children. The present Moplah Primary School building being too small to accommodate the 190 children now on the rolls, the Malapuram Taluk Board is building a pukka building for the school. It is almost ready and will be handed over on the 1st proximo by the contractors. Steps are being taken to have a formal opening. The new Divisional officer if approached is likely to consent to preside on the occasion. The other Moplah schools in course of construction in this Taluk are those situated at Pattambi, Ottapalam and Mannarghat.

Mr. T. R. Scott, B.A., Personal Assistant to the Director of Public Instruction, has been appointed Junior Professor of English, Presidency College, and Secretary to the Commissioner for Government Examinations.

Mr. J. A. Yates, M.A., on appointment to the Indian Educational Service, has been gazetted Inspector of Schools, Northern Circle.

On the recommendation of Mr. Alfred Chatterton, during his inspection of the Technical Institute, the Madura District Board has resolved to address the Government to sanction the abolition of the general education classes. The system of taking security bonds from apprentices is also to be abandoned. On the recommendation of the same officer to enhance the powers of the Superintendent-in-charge of the Institute, the Board has resolved to delegate to him the power of appointing, fining, and dismissing all non-pensionable employees in the Institute, subject to submission of a quarterly statement to the President for approval. A Sub-Committee consisting of Rev. C. S. Vaughan, Mr. Pandithorasami Iyengar and the Vice-President has also been appointed to formulate proposals for carrying out certain general suggestions made by Mr. Chatterton for the working of the institute.

A MEETING of the General Committee of H. R. H. the Prince of Wales' Reception Fund was held at the Senate House with Sir George Arbuthnot in the chair.

Sir George Arbuthnot, in opening the proceedings, said that they were assembled to consider the following Resolutions adopted at a meeting of the Executive Committee:—

"That, in the opinion of the Executive Committee, the most appropriate method of dealing with the balance, estimated at Rs. 15,000, would be to utilise it for the endowment of one or more scholarships for the Victoria Technical Institute, but that before taking any steps to carry out this scheme, Lord Amphil should be requested to be good enough to ascertain whether this method of dealing with the funds would meet with the approval of His Royal Highness, and, if so, whether he would be graciously pleased to allow the scholarships to be designated 'The Prince of Wales' Scholarships.'"

"That a meeting of the General Committee be convened and that the Resolution with reference to

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the disposal of the balance be submitted for their approval and that they be invited to authorise the Executive Committee to finally pass the accounts when audited."

Sir George Arbuthnot said that, personally, he thought that they could find no better method of disposing of the funds than by endowing one or more scholarships in connection with the Victoria Technical Institute, an institution in which His Royal Highness was very much interested. The only other alternative proposal, which had been made by two or three people whose letters he had before him, was that a portion of the Fund should be devoted to the support of the Victoria Caste and Gosha Hospital.

After a discussion, at the suggestion of Sir George Arbuthnot, the following Resolution was unanimously adopted:—"That as only two methods of disposing of the funds have been suggested at the meeting, viz., that the estimated balance of Rs. 15,000 be utilised for the endowment of one or more scholarships in the Victoria Technical Institute, and that Rs. 10,000 be utilised for such purpose and Rs. 5,000 be allotted to the Victoria Caste and Gosha Hospital for the maintenance of two beds in the name of Her Royal Highness, the Princess of Wales; that Lord Ampthill should be requested to be good enough to ascertain whether these methods of dealing with the funds would meet with the approval of His Royal Highness, and, if so, which he would select, and whether His Royal Highness would be graciously pleased to allow the Victoria Technical Institute Scholarships to be designated "The Prince of Wales' Scholarships."

The meeting then terminated with a vote of thanks to the chair.

A GUNTUR correspondent writes:—A student named M. V. Subbarow left for Japan yesterday evening, for the purpose of undergoing a training in the manufacture of pencils and matches. This is the third student that has been sent to Japan from the Northern Circars.

A pleasant function took place, when the students of St. Joseph's College, Coonoor, presented an Address to the Rev. Brother Benedict, congratulating him on his promotion to Principal, and offering him their best wishes on his Patron Saint's Day. In very appreciative terms they alluded to the good work he had done during the last four years, and, as a proof of it, to the great increase of the boarders. The Principal made an excellent speech in reply, advising them chiefly on making the best use of their time. A programme of music was then gone through, bringing the evening to a close.

The annual inspection of the Cadets of St. Joseph's College took place under their Officer, Lieutenant Fitzgerald, and a posse of Volunteers under Colour-Sergeant Oakley fell in. Captain Copeland, the Adjutant, the Rev. Brother Benedict, Major Cooke, Cheshire Regiment, and

Major Crawford were received with a General Salute. The inspecting officer inspected the equipment of the men, and the Cadets were put through a course of physical drill and section drill. Major Cooke complimented the Principal on their excellent performance.

A MEETING of the Council of Native Education was held in the Hall of the Cosmopolitan Club, kindly lent for the occasion. The Chair was occupied by the Hon'ble Mr. Justice Sankaran Nair. The attendance was very poor, owing probably to the fact that the meeting took place on Tamil New Year's day. This did not, however, mar the success of the meeting, for all those who attended evinced a deep interest in the proceedings.

THE REPORT.

Mr. S. Rajagopalachariar read a brief Report of the work of the Council, which was as follows:—

One of the first questions taken up by the Council was the desirability of substituting the respective vernaculars of the pupils for English as the media of instruction in the Lower Secondary classes. In order to ascertain the views of those who, by their position, were most qualified to express an opinion and in whose hands would have to be entrusted the practical carrying out of the reform, if the Educational Department were favourably disposed towards it, the Hon'ble Mr. Sivaswami, the Secretary to the Council, forwarded on the 20th of March 1904, a circular letter giving reference to a printed pamphlet entitled "On vernaculars being the main media of instruction in non-language subjects in Lower Secondary classes." To avoid misapprehension, it may be pointed out that what the Council proposes is not the excision of English from the Lower Secondary curriculum. On the other hand, it must be retained and its teaching improved; but the instruction in non-language subjects to boys of tender age should be in their own vernaculars, that is through vernacular manuals and not in English. The circular letter and the pamphlets were sent to the Head Masters of High Schools throughout the Presidency, inviting their opinion on the desirability of so substituting the vernaculars for English. The pamphlet which accompanied the circular expressed the views of the Council and set forth the arguments in favour of the reform. A few of these circulars were also addressed to gentlemen, other than the Head Masters of Schools, interested in Education. About 120 circulars were sent out and about 50 replies were received, almost all in favour of the proposed reform. A meeting of the Council then took place at the Mahajana Sabha of the same a memorial was drawn up and sent to the Director of Public Instruction on the 31st January, 1905, praying that the vernaculars should be made the media of instruction in non-language subjects in the Lower Secondary classes. But in spite of the fact that the Government of India have officially expressed their opinion as to the soundness of this policy, it is to be regretted that no action has been taken in the matter.

The next question to which the Council directed its attention was that of Primary Education. In order to invite and focus the opinions of Head Masters of High Schools and others interested in the subject, a pamphlet containing the views of the Council pointing out the defects in the present system and showing how the same might be remedied was sent out. This was accompanied by a list of questions directed towards ascertaining the opinion of those addressed upon the main proposals of reform. About 200 gentlemen were thus addressed, and this time circular letters giving cover to the Primary Education pamphlet were sent to the Chairmen of Municipalities, as these persons ought, by their official position, to be of great help in the dissemination of Primary Education. The circular letters were sent on the 3rd May, 1905. The Council then arranged for a Conference of Teachers in December last for the purpose of discussing the questions relating to Primary Education. The Council arranged for three days sittings. The work put down for the first two days was proceeded with. The proceedings of the last day were unavoidably postponed.

Further, the Council has published and is circulating among the masses, who are ignorant of English, pamphlets in Tamil and Telugu expressing its views on the present system of Primary Education and on the necessary reforms. One of the main objects of the circular is to point out that by mutual help and co-operation much can be done in the furtherance of the cause of Primary Education and to awaken the masses towards a sense of their responsibility in this direction. The views of the Council met with the cordial appreciation of the Madura Tamil Sangam, on the application of whose Secretary the Council has given permission to the Sangam to publish the Tamil pamphlet in the Journal of the Sangam. This is a rare appreciation and the Council feels happy that its work has met with the appreciation of the President of the Tamil Sangam. The Tamil pamphlet is being published in the *Swadesamitran* and other local vernacular journals. The Council has also arranged for the publication in instalments of the Telugu pamphlet in the widely circulating Telugu journals such as the *Andraprakashika* and the *Sasulaka*.

Till now the Council has not had the fortune to meet with much outside sympathetic help. Recently Mrs. Courtwright gave, under our auspices, an interesting demonstration in Kindergarten teaching in the Hall kindly lent to us by the Christian College authorities. There was a large attendance. It is hoped that it will infuse into native masters modern notions of teaching without destroying any merit that may exist in their indigenous methods of teaching.

The Council has further to express its thankfulness at having secured the sympathetic help of Rev. F. S. Berg, of the Danish Mission, on whose co-operation in this difficult and arduous work the Council bases its hope of doing any little work that it can do in the near future.

In conclusion I may be permitted to add that in carrying out the great object it has set for itself the Council would be glad of the sympathy and still more of the co-operation of all gentlemen.

ESTABLISHMENT OF SCHOOL-BOARDS.

Rai Bahadur P. Ananda Charlu was to have read a paper on the subject of "The Establishment of School Boards in villages and Groups of Villages." But having had no time to prepare such a paper the speaker made a short speech in the course of which he emphasised the necessity for such School Boards. He referred to an old Telugu verse which stated that an ideal village was constituted of three things, a physician, a water supply, and a Brahmin. Such a state of things existed long before the British came into the country. Wherever there was a Brahmin, he always constituted the centre of education and intelligence. The British Government had now come to realise the truth of this old Telugu verse. He desired to move a proposition on the subject before the meeting. His proposal really was to create an organisation for the purpose of making it possible that education might be found ready at hand to every one in the villages. He believed it was necessary and he commended it very strongly for adoption by the Council, that a Committee consisting of himself, the Hon'ble Mr. P. S. Sivaswamy Iyer, the Hon'ble Sir V. C. Desikachariar, Mr. K. B. Ramanatha Iyer and Mr. S. Rajagopalachary be appointed for the purpose of considering the question fully, to draw up a scheme and to make the necessary representations to Government on the subject of the establishment of School Boards.

The Hon'ble Mr. L. A. Govindaraghava Iyer seconded the proposition. He said that there could be no possible difference of opinion on a question of this kind. The action of the Council was no doubt the result of intensity of conviction. Government and the people were both agreed that Primary Education should be much more largely spread, but it was impossible to expect either progress or a chance of progress if the people did not bestir themselves and relied entirely upon Government for support. It was perfectly reasonable that they should expect the Government to help the progress of Primary Education, but, at the same time, they should put their own shoulders to the wheel.

The Chairman regretted that the attendance at the meeting was not much larger. He had no doubt however, that those who attended were really in earnest in their desire to promote the interests of Primary Education in this Presidency. It did not matter whether the meeting was small or large, provided that those who attended took a real interest in the subject. Large things grow from small beginnings and there was no reason, therefore, for despair. If the friends of Education would do all that they ought to do, he was sure before they met again the Council would be able to report some progress.

a hotbed of malaria. The colonists and the sailors of the fleet which kept up communication with the mother country had no thought for the morrow. When Smith, whose natural force of character soon brought him to the front, was away bargaining with the Indians for grain in return for hatchets or pieces of copper, the colonists were giving away the public stores for ludicrously small quantities of grain. If the wild fowl season had not come, the colonists must have starved. With plenty the lessons of the past were forgotten. The following passage will give the reader an idea of Mr. Bradley's style.

"They had now a good store of corn and plenty of birds. The pleasant crisp sea on of the Virginian autumn was with them in all its glory. Chills and fever had finished. The foliage of the woods shone with magic colours. The sky was cloudless, the winds were still. Nature's fruition filled the forests with chestnuts, walnuts, chinquapins and persimmons, which last these now uncritical starvelings swore were as good as apricots when ripe. The grey squarrels were fat; the young broods of wild turkeys were wandering over the forest leaves; the big coveys of Virginian quail were clustering beneath the wild vines in the water courses and haunting the edges of the corn fields. There was abundance, for the present at any rate, though a terrible winter in store."

Smith, by far the most enterprising of all the colonists, was exploring a tributary of James river. He left his boat with its crew and went on with two Indians and two Englishmen. Finally Smith left his canoe with two Englishmen and one native. The local Indians proved hostile and Smith's party disobeyed his strict orders. The result was trouble. The large party lost one of its number and rowed straight back to Jamestown. Smith heard the Indian war-whoop. Suspecting treachery, he seized his Indian companion and bound him arm tightly to his own with a garter. Arrows began to pour in on the pair. The Indians were led by an old friend of Smith's and he yielded to superior force. They knew whom they had captured and made much of him and took him at last to Powhatan, the first chief to make the acquaintance of the white race.

"When Smith entered into the presence of the Powhatan all the assembly gave a great shout. The Queen of Appomatox was appointed to bring him water to wash his hands and a bunch of wild turkey feathers to dry them on. He was next feasted, and then a long consultation was held, at the conclusion of which two great stones were brought and placed before Powhatan. Smith was now seized, dragged to the stones, and his head forced down on them. The men stood round with their clubs raised to beat but his brains at a word from their chief, 'when Pocahontas, the king's dearest daughter whom no entreaty could

prevail, got his head in her arms, and laid her own upon his to save him from death; whereat the Emperor was contented he should live to make him hatchets and her bells, beads and copper.'" The last words are Smith's own and have given rise to a great controversy as to Smith's truthfulness. Perhaps the interference of Pocahontas is of the nature of a 'legal fiction.' Smith, having slain an Indian, must die. Powhatan, his friend, could not disobey the blood-law, willing as he might be to save Smith. When man is in a difficulty he turns to woman to help him out, and the whole scene may have been deliberately contrived by Powhatan and Pocahontas. Ceremonies were performed which had the effect of adoption. Smith was to be one of themselves. Smith however violated all the principles of romance by not falling in love with and marrying Pocahontas. It was left for another Englishman to give additional interest to the story of Pocahontas' life. She married John Rolfe and was baptised into the Christian Church before the marriage ceremony. She learnt to speak English and acquired English manners and on her husband's return to England, became a figure at Court, died of consumption and was buried at Gravesend.

Smith's new relation to the Indians brought about a constant supply of food to the colony, but this happy condition had no effect on the lazy, envious men who made the bulk of the settlers. They intrigued against him, and when he was appointed President, gave him far more trouble than the Indians did. The gaps in the numbers of the colonists had been filled up by fresh arrivals, but the behaviour of the men thus sent out from home makes us feel that the charges often made of laziness, indolence, gluttony against Englishmen are not new. If such were the staple, it is wonderful that Britain made any colonies. Smith kept the colony going by sheer energy. A bad accident compelled his return to Britain after two and a half years. Chaos ensued. The Indians had no longer his genius, great in war or peace, to contend with, starvation was imminent.

Meanwhile at home a new charter was obtained in 1609 and a vigorous effort made to develop affairs. Lord De la Warr was to be Governor. Sir Thomas Gates, Lieutenant-Governor, and Sir George Somers, Admiral. In June 1609 new ships started for Virginia. Lord De la Warr was detained for a time in England. The ship in which Gates and Somers sailed was wrecked on the Bermudas. Here the party had to wait for ten months, building two new ships. The other eight ships had reached Jamestown with what

is known as the Third Supply, which seems to have been the very scum of English Society. As we have said, Smith, after doing his best to control this riffraff, met with an accident and sailed home, the colony going from bad to worse. When after the long delay of ten months in the Bermudas, Gates and Somers arrived, they found the colony wasted by Indian inroads and the ravages of disease to almost nothing. "Ten days more, in the opinion of the sufferers, and the total silence of death would have been found brooding over the wreck of Jamestown, instead of the sixty emaciated wretches, who crawled out to meet Somers, even in their extremity bewildering his sufficiently shocked intelligence with piling recriminations on one another." Somers and Gates after much thought decided to embark the few survivors and to abandon Virginia. "The sixty survivors of the eight hundred and odd souls in all that had landed at Jamestown since the spring of 1607 were taken on board with nothing on but the rags they stood in, and the two ships sailed down the river, as all supposed, for the last time. Seldom perhaps in men's affairs has the hand of Providence intervened so strikingly as at this critical moment of American history; even the most cynical might feel a passing twinge in speaking of the event as a wonderful coincidence," for it was at this juncture, when Gates and Somers were actually on their homeward way, that Lord De la Warr arrived with three well-stocked ships. Back the united fleet went to the abandoned settlement. From this time forward the colony had better support from home and progressed, even if slowly. There we must leave it to trace the remainder of Smith's life. Smith did not stay long at home. He published his map and account of Virginia and undertook to visit New England. Had he been supported he would gladly have led a colony thither and so have anticipated the Pilgrim Fathers. But it was not to be. When arrangements were almost complete, some obstacle was sure to rise and Smith devoted his time and energy to travelling about England, urging colonization on all who would listen. He was making one more voyage to New England when he met with storms and practically became a prisoner of French men-of-war who engaged in piracy. His efforts for his country met with neither reward nor recognition. He wrote several works, the most important between the True Relation of his Virginian experiences. He died in 1631.

We have perhaps given undue space to the story which Mr. Bradley tells so well. Our

excuse must be that there are few episodes in our colonization equally romantic.

ENGLISH MEN OF LETTERS—SIR THOMAS BROWNE
BY EDMUND GOSSE (MACMILLAN).

We are given the story of the most famous of English physicians, the author of *Religio Medici*. We are told that though Browne went to Oxford, the Oxford medical training was utterly worthless, and that Browne studied at Montpellier, Padua and Leyden, which were then the centres of medical research and study. Browne settled down to practise medicine at Norwich and to give his leisure to thinking and writing:

"*Religio Medici*, which to Browne's contemporaries possessed a dangerous savour of scepticism, has come to be considered by us as a work of practical piety. The mind of its author had a curious mixture of directness and tortuousness which disguises from all but the careful reader the singleness of his aim. But those who are persistent in studying the whole of *Religio Medici*—a book far too often treated as if it were a mere storehouse of striking paradoxes—will discover that an unbroken thread runs through it. It lies spread out before us like a smiling champaign, through which, with singular turns and convolutions, undulates a shining river of argument. The object of *Religio Medici* then, when we lay it down after a careful reading, is seen to be a defence of the attitude of a mind scientific and yet reverent."

But in Browne the artist predominated over the philosopher. "There seemed a chance as the argument opened that we should find here the apology of a new mind. But we are soon persuaded that our medicus belongs to the class of those who are, as Huxley put it, the mirrors of their age, not to the class of those who express the thoughts which, in two or three centuries, will be the thoughts of everybody. Browne is not, we discover, an inaugurator of this species. He stands in virtue of the fine and reasonable qualities of his intellect a little ahead of his contemporaries, but not much, and he never advances so far as to lose sight of them. In short, he is not so eminent as a thinker as he is as a writer; and we resign ourselves to the immense pleasure of bearing the average ideas of intelligent persons in the early part of the seventeenth century placed before us in the best possible way."

A FIRST READER IN HEALTH AND TEMPERANCE—
W. TAYLOR (CHURCH OF ENGLAND TEMPERANCE SOCIETY.)

The elementary facts of Health, especially in relation to alcohol, are told in a simple and bright way. The book is practically a very elementary outline of physiology. The question of total

UNIVERSITY OF MADRAS.

LAST month we printed the Interim Report of the Sub-committee appointed to draft regulations relating to courses of study, examinations etc. We now give the report in the shape it finally assumed after passing the Senate. By comparing what we now print with the Interim Report our readers can see what changes were made by the Senate in Committee.

REPORT.

At the meeting of the Senate held on Friday, 23rd March, 1906, it was resolved to go into Committee; and the Senate in Committee met on 23rd, 24th, 26th, 27th, 28th, 29th and 31st March, 1906, and passed the following resolutions:—

RESOLUTIONS.

(i) THE MATRICULATION EXAMINATION.

1. That a system of prescribing a text-book or text-books for the Matriculation Examination in English be introduced.
2. That the main part of the Examination in English be designed to test the candidate's power of English Composition and be based chiefly on the prescribed texts.
3. That part of the Examination be designed to test the candidate's knowledge of grammar.
4. That the examination in Arithmetic be simplified and lightened, modern methods in Algebra be encouraged, and modern Elementary Geometry, practical and theoretical, be substituted for Euclid.
5. That Elementary Science, History and Geography be continued, and that it is desirable to define, as far as possible, the scope of the examination in these subjects by means of a syllabus or syllabuses.
6. That candidates for Matriculation bring up a second language.
7. That in the case of an Indian vernacular language the examination be directed to testing the candidate's power of expressing himself in the living language, and that the text prescribed, be mainly in modern prose.

(ii) THE INTERMEDIATE EXAMINATION.

8. That an Intermediate Examination be continued, and that groups of optional subjects be introduced related to the optional subjects or groups of optional subjects that shall be prescribed for the Degree course.
- [NOTE.—The second part of this Resolution was carried by 19 votes to 18].
9. That the Intermediate Examination be taken at the end of two years.
 10. That the question of the Intermediate course be referred back to the Committee to be amended, if necessary, in accordance with its scheme for the Degree courses.

(iii) THE DEGREE EXAMINATIONS.

11. That it is desirable to institute an Honours course for a Degree after an Intermediate Examination.
- [NOTE.—This Resolution was carried by 24 votes to 5.]

12. That the course for the Pass B.A. last two years after the Intermediate Examination.

13. That the Honours course last for not less than three years after the Intermediate Examination.

14. That the B. A. Pass course consist of:—
(i) English—compulsory
(ii) One of the following groups as a principal subject with the addition of such subsidiary subjects, if any, out of one of the other principal groups, as may be recommended by the Committee:—

- (1) Mathematics;
 - (2) Physical Science;
 - (3) Natural Science;
 - (4) Logic, Psychology and Ethics;
 - (5) History and Economics;
 - (6) Two Languages, of which at least one must be a classical language, with portions of the history and literature of both languages.
15. That an improved knowledge of English as a spoken and written language will be the chief need of the student for the pass B. A. Degree.
 16. That the Examination in English be confined as largely as possible to English since the commencement of the Elizabethan period.
 17. That no candidate be allowed to appear for the Pass Examination until he has attended the necessary classes for both English and his optional subject, that a single fee be charged for the whole examination, and that until he has passed the English Division of the examination no candidate be allowed to appear for examination in his optional subject.

18. That the Pass Degree Examination be held at Madras and at other centres where suitable arrangements can be made for the purpose.

19. That students who take the Pass Degree be allowed on the recommendation of the College from which they have taken it to appear for the Honours Degree after a two years' course, provided they have taken a Pass Degree in the subject for which they appear, and that such students be exempted from passing the compulsory English part of the Honours Examination.

[NOTE.—This Resolution was carried by 18 votes to 5.]

20. That no candidate be allowed to undergo the Matriculation and Intermediate Examinations more than three times, that no candidate be allowed to undergo examination in either of the divisions of the Pass Degree Examination more than thrice.

21. That the Honours course consist of:—
(i) English—compulsory.
(ii) One of the following groups:—
(1) Mathematics and Natural Philosophy;
(2) Physical Science;
(3) Natural Science;

- (4) Mental and Moral Science;
 - (5) History and Economics;
 - (6) English Language and Literature;
 - (7) One or more Languages other than English.
- The Sub-division necessary in (1), (2), (3), (7) to be recommended by the Boards of Studies.

22. That the compulsory English course for Honours candidates consist chiefly of modern English Literature and Composition, and that the course of instruction be of one year's duration.

23. That no candidate for an Honours Degree be allowed to appear for examination in his optional subject until he has passed the compulsory Examination in English.

24. That in the event of a candidate for an Honours Degree failing to satisfy the Examiners he may be recommended by them for a Pass Degree.

25. That it is desirable for the University to assist in giving instruction in the Honours courses by establishing systems of lectures which shall be open to students from Colleges affiliated to the University.

26. That a candidate for Honours must appear for the Final Examination not later than the end of the fourth year after the Intermediate, but without prejudice to the Committee considering whether any arrangements can be made for candidates presenting themselves in two groups, and that no candidate be permitted to undergo the complete Final Examination more than once.

[NOTE.—An Amendment to substitute the word *twice* for *once* was lost by 9 votes to 15.]

27. That those who pass the Honours Examination be eligible for the M.A. Degree.

28. That a candidate not already eligible for the Pass Degree who fails completely in the Honours Examination be subject to the same rules as a candidate who has failed once in the Pass Degree Examination.

(iv) GENERAL.

29. That it is desirable that the University Examinations be held, as far as possible, in March and April and that the Long Vacation being on their conclusion, and be of three months' duration.

30. That the marks obtained in each paper by any candidate in any University Examination be furnished to the candidate himself on payment of a fee or to the Head of his school or college on application.

[NOTE.—The insertion of the words "school or" before the word "college" was carried by 17 votes to 11.]

31. That annual certificates be substituted for term certificates so far as attendance is concerned.

32. That candidates for the Matriculation, Intermediate and Pass Degree Examinations be required to present a fresh certificate on the next occasion when they present themselves for examination after their first failure.

MYSORE.

PRIMARY schools on the Gold Fields are springing up to various unexpected places. Belgaumhally

Cooly Colony is taking in hand a building to accommodate some sixty children. Maskyam Cooly Colony school affords tuition to about thirty or forty, and a new building is about to be erected in Oorgaum village for those infants who find the distance to the Government School at Robertsonpet too great.

PRIVATE advices in Bangalore report the death, from small-pox, in Rangoon, of Mrs. Ainley, wife of Mr. C. W. Ainley, the late Warden of Bishop Cotton's Schools. Mr. Ainley, it may be remembered, left Bangalore to take up the appointment of Professor of Languages at the Rangoon College, and the many Bangalore friends of the late Mrs. Ainley will sincerely regret the sad event.

THE Central College has beaten the Excelsior Football Club in the final of the "Championship" Tournament by two goals to one. Whilst mentioning Football, it may be noted that the Rev. F. Sell, of the Central College, delivered a most interesting lecture on the game on Saturday last, tracing its origin in the *harpastum* of the Romans and Greeks and describing the development of the game up to the present day. Rugby football was also described and the American game which is causing so much discussion in that country, was alluded to and condemned as brutal. A very large audience of the students and their friends listened to the lecturer with much interest.

THE Sivarampet Mission School Building has been acquired by the Government for Rs. 19,000. It is said that the site opposite the Victoria Girls' School in the Sayajee Rao Road has been selected for erecting a school building. The site is not a good one. It is adjacent to the fish and flesh market. It is surrounded on the west by dirty houses and on the east by the Hospital. The site is besides a small one and cannot provide a decent play ground. It is thought that the site higher up to the north beyond the Hospital Premises would be more convenient. The distribution of prizes to the students of this School came off on the 24th instant at 5-30 p.m. Mr. Maconochie was in the Chair. The recitations of the students in Kanarese, Sanskrit and English were excellent. The Rev. G. W. Sawday gave a short account of the school which went to show that for fifty-two years, the Wesleyan Missionaries, did a great deal to spread the blessings of education among the people of the capital. He added that a number of the students of the Sivarampet School were living on public charity, that they earned their meals somehow, but were put to great trouble owing to want of lodgings. He appealed to the public for help to enable him to give them lodgings. Mr. Maconochie distributed the prizes and delivered a very interesting speech. He told the students that if they cared for appointments they should try to acquire the habit of writing a good, legible hand.

ST. JOSEPH'S COLLEGE.

A PRIVATE entertainment which took place at St. Joseph's College, Bangalore, recently, was as successful as the performances at that excellent educational establishment always are. The programme was so lengthy that to go into it in detail is not possible, but His Lordship Bishop Basle presided, and songs, recitations and instrumental solos were alike good. The National Anthem closed a very pleasant evening, which had been without a dull moment from start to finish.

THE EDUCATIONAL CONFERENCE.

THE appointment of Circle Inspectors and Assistant Deputy Inspectors is a good thing in itself and affords systematic and increased supervision over the work of masters of A. V. Taluk and Hobli Schools. It is simply inhuman to expect by the Inspectorate to show increased efficiency and progress without remunerating the masters, with due regard to these hard times. The conditions of thirty years ago have been changed and in this light all the departments in the Government underwent or are undergoing organization and re-organization, but there is nothing done to improve the lower grades of the Educational Department. It is a thousand pities that the poor school-masters are left to themselves to cry in the wilderness.

BOMBAY.

A PUBLIC meeting of the representatives elected by the different Hindu backward communities of the Presidency, was held at Nagpada, Bombay, to adopt a petition to the Bombay Government for the introduction of free primary education among the backward communities of the Presidency. The meeting was held under the auspices of the Maratha Aikyechnu Sabha. The Rev. Dr. Mackichan, late Vice-Chancellor of the Bombay University, presided. The object of the meeting having been explained, the Secretary of the Sabha, Mr. K. R. Kosegasker, read the petition, a Marathi translation of which was also read and the advantages of free primary education were explained. It was unanimously resolved to approve the petition and authorize the Chairman to forward it to Government. The Chairman addressed the meeting in Marathi. With a hearty vote of thanks to the Chairman the proceedings terminated.

OWING to an outbreak of measles in Bishop's High School, Poona, it has been closed. Plague has not been so severe up to date this year, but there have been a good many cases of cholera and small-pox.

IT is gratifying to note that the Government of Bombay is sympathetically disposed to discuss the question of giving compulsory primary education to the masses in that Province. Our readers will be aware that sometime ago the question was discussed by the Corporation of Bombay, and although many of the members stood out against the scheme, it was recognised that the spirit of the times asked for an

extension of the benefits of primary education among the masses and that it had become necessary to discuss the ways and means to bring about the desired object. We trust that the Government of Bombay will be persuaded to make a substantial contribution to the Municipal body to aid them in the prosecution of this laudable scheme. In a previous issue of *The Indian* we discussed why the question of mass education is and ought to be the concern of the Government of India and ought not to be left to the precarious resources of the people—*The Indian*.

THE Ferguson College Anniversary was held as usual on the 27th of March. The proceedings began by a tennis match with the Deccan College which the Ferguson players easily won. Then a photograph was taken. After dinner at 12-30 music amused students and visitors till the time came for the meeting. At 4-30 the Anniversary meeting was held. The unveiling of portraits of Principal Apte and Professor Kelkar took place. Professor Selby then delivered an address in which he pointed out the difference between the educational atmosphere of England and that of India. In England, the idea that one is a member of the University is forced upon one's mind by a thousand circumstances. The great number of College buildings, the magnificence of their equipment, the crowds of under-graduates, the close connection between Schools and Colleges, above all small touches such as the rule about wearing a black coat and a white tie, and the formula written in Latin—all these combine to induce humility in the student. In India the lecturer noticed a general aimlessness of study. As a matter of fact, each subject prescribed for study has its definite use. Philosophy is some times cried down as impractical, but it is most practical as furnishing a man with the guiding counsel of his life. Turning to note the positive defects, Principal Selby referred to the want of punctuality, order and method noticeable everywhere. He asked the students to reform themselves and by co-operation with their teachers help to produce that. A foot-ball match succeeded the meeting, and after light refreshments the performance of Macbeth in Marathi brought the day's proceedings to a conclusion.

BENGAL.

MR. A. EARLE, I. C. S., on special duty, is gazetted to be Director of Public Instruction, Bengal, with effect from the 31st ultimo, vice Sir Alexander Pedler, K.T., F.R.S., C.I.E., retired.

THE Governor-General in Council has appointed the Hon. Mr. Justice Asutosh Mukerji to be Vice-Chancellor of the University of Calcutta, in succession to Sir Alexander Pedler, resigned.

At a meeting of the Senate of the Calcutta University held on the 31st March some formal business was transacted. Mr. Pedler having retired from the

Directorship of Public Instruction and from the Vice-Chancellorship of the University, Mr. Justice Asutosh Mukerjee, the new Vice-Chancellor, presided for the first time. He was welcomed by the Fellows in a resolution proposed by Sir Guru Das Banerji and supported by several representative members. The Vice-Chancellor responded in an appropriate speech. A resolution formally expressing the Senate's appreciation of Mr. Pedler's long services to the University was moved by Dr. Ross and carried unanimously.

MR. Abanindra Nath Tagore, Vice-Principal, Government School of Arts, Calcutta, is appointed to act as Principal of that institution and as Keeper of the Art Gallery, during the absence, on leave, of Mr. E. B. Havell.

A CONFERENCE was recently held at Belvedere, the Calcutta residence of the Lieutenant-Governor of Bengal, to consider the question of establishing colleges for the training of female teachers. Mr. Earle proposed that for the present two colleges should be established, one at Calcutta and another at Bankipur, each with a European mistress on Rs. 300, under the control of a European Lady Superintendent on Rs. 500 a month. The scheme was cordially accepted by all, but objections were raised as to details. It was eventually agreed to form two Executive Committees at Calcutta and Bankipur to work out the scheme.

TO the funds of the proposed colleges for training mistresses at Calcutta and Bankipur, the outcome of the recent conference at Belvedere, we understand the Badsha Nawab has promised to contribute Rs. 7,500 a year, Hon. Babu B.N. Basu, Rs. 250 a year for 4 years, and the Maharaja of Burdwan, Rs. 1000 a year for 4 years.

THE Bengal Government have issued a circular bringing the Educational Department under the control of District Magistrates and Commissioners. Educational officers are directed to keep those executive officers informed of their doings, and to accept their suggestions.

AT the first meeting of the National Council of Education, Calcutta, recently founded, the office-bearers and Executive Committee were appointed, and a Resolution was passed that two public examinations of the 5th and 7th Standard of the National Council of Education equivalent, respectively, to the Matriculation and Intermediate in Arts standards of the Universities, be held next July, for which details will be fixed by a Committee.

NAWAB Mohsin-ul-mulk, Mr. Archbold, Principal, Aligarh College, and Mr. Sharp, Director of Public Instruction, Assam, will be among those who will be present at the Mahomedan Educational Conference at Dacca.

PROFESSOR Motoda of Japan, delivered a lecture on the 16th inst. in the Muir Central College, on the

subject of Education in Japan. On some of the students requesting him to speak a few words in Japanese, as they had never heard the language, he said (in Japanese):—"Young men of India, we stretch out our hands and shall be very happy to embrace you when you come to Tokio."

A RESOLUTION of the Government of India in the Home Department appoints a Committee to frame the revised regulations of the Calcutta University. It will be remembered that the Senate of the University were unable to submit the regulations within the time fixed, and the legal authority to frame the regulations and the labour has devolved upon the Government of India; but the Senate were informed that the Government would be glad to receive from them any draft regulations or suggestions which that body might be prepared to submit by the middle of April, and to give them full consideration. The resolution then proceeds as follows:—In order to ensure that the best use shall be made of the materials which the labours of the Senate may make available the Government of India have decided to appoint a small Committee, consisting of members of the Senate representing the various interests concerned, and especially the interests of private Colleges, to assist them in preparing the regulations. By adopting this course they hope that they will be able to give the Senate practically as large a voice in the settlement of the regulations as they would have had if they had been able to comply with the provisions of Section 26 (1) of the Act. The Committee will be constituted as follows:—President, the Hon'ble Mr. Justice Asutosh Mukerji, Vice-Chancellor of the Calcutta University; Members: Mr. G. W. Kuchler, Indian Educational Service, the Rev. A. B. Wann, Principal, General Assembly's Institution, Mr. N. N. Ghose, Principal, Metropolitan Institution, Babu Brojendronath Sil, Principal, Victoria College, Cooch-Behar, Dr. E. Denison-Ross, officer in charge of the Records of the Government of India, and the late Principal of the Calcutta Madrasah. Dr. Ross will also be Secretary to the Committee. It will assemble at Simla early next month, and the Government of India hope that it will be able to complete the draft regulations within a period of two months. The Committee are authorised to consult other persons or bodies at their discretion about any matter in respect of which the materials placed at its disposal may be inadequate.

THE *Bengalee* says that it understands that it is proposed to appoint five European Professors of Sanskrit in five Government Colleges in Calcutta, Madras, Bombay, Lahore and Allahabad. It holds that Hindu students would prefer to learn their sacred language from their traditional Brahminical expositors, and asserts that the proposition will meet with a body of popular opposition which will defeat the object in view, and trusts that the proposal will be abandoned.

It was finally settled that the Third Session of the Provincial Mahomedan Educational Con-

ference should be held this year in Calcutta on the 14th and 15th April, during the Easter holidays, and a Reception Committee was formed to make proper arrangements for the same. In view of the fact that a large number of delegates and visitors from different parts of Bengal, Behar, Orissa, and Assam were expected to join the Conference and take part in its deliberations, a big two-storied building with spacious compound in Upper Circular Road was selected for the guests and a large pavilion for accommodation was constructed on open ground near the guest house. The managers of various railways were requested to grant concessions in respect of railway fares to persons desirous of attending the Conference. Other arrangements were also being pushed on. It is expected that every district will elect its representatives. In order that officials and non-officials may take part in its deliberations, the aims and objects of the Conference are strictly confined to educational matters.

THE Research Scholars named below have been re-elected to hold their scholarships of Rs. 100 a month for another year:—(1) Babu Bhabesh Chandra Banerjee, M. A., Hindu Philosophy, with special reference to *Mīmāṃsā* Philosophy, Sanskrit College; (2) Babu Hem Chandra Sen Gupta, M. A., Mathematics, with special reference to Practical Astronomy, Presidency College; (3) Babu Satish Chandra Upadhyaya, M. A., Physical Science, with special reference to the effect of the transmission of electric waves or X-rays in electrolytic solutions, or the connection between plant and human life, Presidency College; (4) Babu Bipin Bihari Das, M. A., Physical Chemistry, with special reference to (1) the molecular conductivity of very dilute solutions of acids, bases and neutral salts, (2) dissociation of substances in mixtures of water with various alcohols, etc., Civil Engineering College; (5) Babu Satis Chandra Mukerjee, M. A., Chemical Affinity, with special reference to the electrical state of nascent gases, Presidency College. The Lieutenant-Governor has been pleased to sanction the grant to Babu Nilmani Chakravarti, M. A., for a further period of one year, of the research scholarship of Rs. 100 per mensem which was previously granted to him.

THE services of Dr. D. Ross, temporary Principal, Calcutta Madrasah, are placed at the disposal of the Government of India in the Home Department.

Prof. Kuchler who visited divers Universities and Laboratories in Europe, has furnished to the Bengal Government his report on the physical laboratories of certain German Universities and technical high schools. Professors Bose and Roy have also submitted their reports. The first gentleman's enquiry comprised the methods adopted at the Universities and polytechnics of Munich, Vienna, Berlin and other places.

MR. W. W. Hornell, temporary Inspector of European Schools, Bengal, is appointed to act as Assistant Director of Public Instruction, Bengal,

during the absence on leave of Mr. V. H. Jackson, who is granted combined leave for six months.

PUNJAB.

A COLLEGE of Engineering is to be started forthwith in Lahore on an independent and self-contained basis and Rurki will henceforth have not, indeed, a rival, but a counterpart. At first the College will aim at training only lower subordinates for the engineering service of Government, but in due course its energies will expand until all the proper purposes of an engineering college are embraced. The Education Department of the Punjab is to be congratulated on this latest example of progressiveness. That the proposed New College of Engineering has a large future, may be taken as an assured fact. Trained subordinate engineers are wanted everywhere, not only in the Punjab but in India and even outside India. For a long time, in fact, the demand is likely to be well ahead of the supply. Thus a new and otherwise difficult career will be available for young men of the Punjab. In connection with the scheme for founding a college of engineering in Lahore, Mr. Percy Brown, Principal of the School of Arts, Lahore, will be deputed to Rurki to examine the working of the Thomason Civil Engineering College with the view to introducing the best practicable methods in Lahore.

ON the recommendation of the Director of Public Instruction the Lieutenant-Governor of the Punjab has sanctioned Rs. 10,000 to the Victoria Diamond Jubilee Hindu Technical Institute, Lahore, to extend the workshops. The managers are arranging to establish a foundry and fit up a steam engine in order to give their students practical training in ironwork and boiler-testing.

THE Lieutenant-Governor has, on the recommendation of the Director of Public Instruction, Punjab, sanctioned special grants, aggregating Rs. 1,07,230 to the Government High Schools, Punjab, for the purchase of school furniture and appliances. These schools, which were provincialized last year, will before long all have furniture of an approved and uniform pattern.

TWO students of the Khalsa College have set out for America at their own expense, with the view to acquire education. Two Sikh students are already being trained there.

THE Lieutenant-Governor has sanctioned the proposal of the Director of Public Instruction to start a boarding-house in connection with the Mayo School of Art, Lahore. The boarding-house will be started forthwith and two suitable bungalows have been rented for the purpose. Owing to an increase in the district stipendiaries the sphere of work in the school has considerably expanded during the past three years and young village lads with limited means, strangers to Lahore, who have been joining

the school hitherto, have had to live, in most cases, under very unfavourable conditions.

THE Government of India have decided to make to the Punjab University for the next four years an annual grant of Rs. 20,000. The main purpose of the grant is to assist in the improvement and efficiency of the colleges in those respects in which an inspection by the University showed them to be defective. The Government of India have decided that no part of the grant should be devoted to the improvement of the Government colleges. It is also considered that law classes should also be excluded from participation in the grant, it being understood that the needs of these institutions would be met from provincial revenues. In addition to this a grant of Rs. 10,000 a year for four years has been assigned to the Punjab University by the Government of India. The Government of India have decided that this sum should be regarded as a consolidated grant to be applied primarily to the inspection of colleges, strengthening the administration of the University, and providing for the travelling expenses of Fellows on University business. Any portion found in excess of these requirements might be expended on other University purposes. The Government of India have made a further grant of Rs. 30,000 a year for four years for building purposes and for equipment of the new Senate Hall and the University Library.

IN the direction of education some needed changes have been made to ensure the better working of high and primary schools in Bhawalpur. Village schools have been opened throughout the State, boarding houses erected, play-grounds provided by the State, and books on cultivation supplied to the village schools. The Police Training School, established two years ago, provides for a better stamp of men for the thanas outside the capital.

THE Punjab Government have been very generous to Bishop Cotton School, Simla, one of the most successful Anglo-Indian Hill Schools in this country, which was recently burned down. It has not only agreed to re-build and re-furnish the School, but also to pay off the debts to the amount of about Rs. 40,000. An increased maintenance grant will also be given. The Punjab Government are giving such munificent help to Diocesan Schools that the question arises, says the *Civil and Military Gazette*, whether it would not be better to have Government Schools for European boys and girls.

WE learn from a Punjab paper that a Committee of Educational officers, presided over by Mr. W. Bell, Director of Public Instruction, has lately been sitting in Lahore to discuss the question of a revised curriculum for Anglo-Vernacular Schools in the Punjab. It will certainly gratify the Muhammadan community to know that Persian will be retained as part of the curriculum of every department of such schools, and that the language of the textbooks will now be modern Persian, not an antiquated form of it which moved visitors from Persia to

laughter. At the same time the advanced textbooks will consist largely of selections from the Persian classics, old as well as new.

THE Punjab Government have decided that when a parent has more than one boy at school, the eldest only shall pay full fees and all the other half fees.

A COMMITTEE recently reported that the proposal to withdraw preliminary scientific teaching from the Medical College and hand it over to the Arts College is both feasible and desirable. The question of ways and means for carrying the change into effect is being examined by the heads of the Medical Education Departments in consultation. The scheme will probably be carried through by next October.

THE Lieutenant-General has, on the recommendation of the Director of Public Instruction, made to the Arya Samaj Orphanage and Girls' School at Ferozpur, a building grant of fifteen thousand rupees, another grant of five thousand rupees for furniture and equipment, and a third grant of Rs. 500 per mensem for maintenance. Both the School and the Orphanage have been doing very good work for several years past. Orphans from all parts of India are collected at the Ferozpur Orphanage and great care is taken in bringing them up in a suitable manner. The school for girls has done a good deal to popularize female education. Last year His Honour gave a similarly generous grant to the Victoria Diamond Jubilee Technical Institution.

THE new Professor of Chemistry at Government College, Lahore, is Mr. Bernard Mount Jones, who is expected in Lahore towards the end of the month. Mr. Mount Jones matriculated in 1901 at Balliol College, Oxford, and was Brackenbury scholar. He took a first-class in Finals in 1904, taking Chemistry, Mineralogy and Crystallography. He took his B.A. in 1905.

THE UNITED PROVINCES.

GOVERNMENT has sanctioned a grant of twenty-five thousand rupees to the local Mahomedan College at Allahabad.

A DEPUTATION of the Mahomedans of Bombay, consisting of Moulvi Rafiuddin Ahmed, Barrister-at-law, Kazi Mahomedali Murghay, and Hajee Ahmed Dewji, who recently left Bombay to visit all the Mahomedan Native States in the Bombay Presidency to obtain contributions towards the Prince of Wales School of Science at Aligarh, arrived at Junagadh a few days ago. They were treated as guests of the State and were welcomed by the heir apparent. H. H. the Nawab received them in full Durbar. Moulvi Rafiuddin Ahmed explained the object of the mission, and appealed to the traditional generosity of Junagadh for substantial help. His Highness sympathised warmly with the noble object of the deputation, and thanked them for their visit stating that the contribution of the State would be announced at a later date.—T. I.

IN connection with the Hindu University at Benares, Pundit Madan Mohan Malveya had an interview with the Maharajah of Darbhanga during his stay here, with the result that he has consented to offer a donation of Rs. 1,000.

THE All-India Cadet Challenge Cup Competition has been won by the C. (St. George's College) Company, Mussoorie Volunteer Rifles, with an aggregate score of 595 points, D. (Bishop Cotton School) Company, Simla Volunteer Rifles, being second with 521 points. Nine teams competed.

THE Rev. Brother Augustine who worked for over eleven years as Head Master of St. Francis' School, Lucknow, has been forced to retire owing to continued ill-health.

DR. Thibaut, late of the Muir Central College, has been appointed Registrar, Allahabad University.

WE are obliged to our friend, Munshi Sarju Dayal of Lucknow—elder brother of Munshi Hargovind Dayal, M.A.—for his kindly drawing our attention to what, we must admit, was a serious oversight on our part, in not noticing in the last issue of this review, the conferment by the Government of the Kaiser-i-Hind Silver Medal on Srimati Mahadevi, Lady Superintendent of the Kanya Pathshala, established at Dehra Dun. Srimati Mahadevi is a daughter of Rai Sohan Lal, who held educational posts in Behar and was for a long series of years Translator of the *Hindi Gazette* in Calcutta. Srimati Mahadevi was educated in Calcutta and is proficient in English and Sanskrit. She was married some years back to a well-known citizen of Dehra Dun—Munshi Jyoti Swarup, who is himself a good Sanskrit scholar. The Kanya Pathshala, which is in the charge of Mrs. Jyoti Swarup and of which her brother, Babu Durga Prasad, Vakil, is the Secretary, is an excellent institution for imparting female education and is well spoken of in Mr. Lewis's Report. It is said therein that the institution "continues to do good work," that "order, neatness and cheerfulness are the prominent features of the school." "Instruction is given in all needful branches and physical drill is not neglected." We commend the excellent educational work being done by this talented lady to the educated public in Upper India, and we sincerely congratulate her on the recognition by the Government of her meritorious services, in the dissemination of female education. It is the good work of such talented and self-sacrificing women as Srimathi Mahadevi that makes one feel, amidst the encircling gloom, that there is no cause for despair, and that there is yet some hope for the regeneration of this country.—*Hindustan Review*.

THE Director-General of Education in India, in the course of his last tour in the United Provinces, found fault with some of the school houses built by local bodies. Regarding the Municipal School of Hardoi he wrote: "A school house without windows is a curiosity which I have never before come

across. There are eight rooms, of which four measure 16' by 16', two 16' by 8' and two 15' by 5'. Not one of them is suitable for teaching, and I can only express my commiseration for the pupils and teachers who are required to use them. In one of the rooms 16' by 16', windowless, lighted by one door 7' by 4', I found fifty boys and two masters. This allows less than 5 square feet per human being. The room looks towards the west, and to day there was an unusually keen north-westerly wind blowing, but the condition of the atmosphere in the room was quite intolerable. What it would have been like on a close day I can only conjecture with a shudder."

A LETTER is published from Mr. S. H. Butler, C. I. E., Secretary of the United Provinces Government, to the Registrar of the Allahabad University, asking the University to prepare definite proposals for the establishment of a Faculty of Medicine for the Medical College at Lucknow, the foundation stone of which was laid by His Royal Highness the Prince of Wales in December. The letter states that it is the desire of the subscribers that the College should be "the best in the East," and the Government intends that the College, though beginning with a small number of students, shall give to its tenant Governor is of opinion that it is desirable in the first instance to restrict the Lucknow Medical College to preparation for the M. B. and M. D. degrees only. The amount subscribed by the public will need to be largely supplemented in order to provide adequate buildings and equipment, apart from the actual cost of maintenance. The most difficult point for the consideration of the Allahabad University is the stage at which students should proceed from Arts Colleges to the Medical College, and as regards this the Local Government points out that the Universities Commission found that the desirability or otherwise of relegating preliminary scientific work to the Arts Colleges. The Lieutenant-Governor has discussed the matter with the Vice-Chancellor, Colonel Bomford, the Director-General of the Indian Medical Service, the Inspector-General of Civil Hospitals, and Educationists, the date of the meeting. After a long and informal discussion a scheme was suggested as a compromise between the educational view and the medical view, and this has been submitted for the consideration of the University. The Lieutenant-Governor is confident that the matter will receive the early and sympathetic attention of the University and that all parties will co-operate to secure a good practical scheme of medical education.

CEYLON.

A BLUE-book on education in Ceylon has been published. A Despatch from Sir Henry Blake, dated the 27th January, generally agrees with the Commission's recommendations, including Plantation Schools at the expense of the planters, the creation

of District and Divisional Education Committees elsewhere, and the utilisation of the Road Tax for educational purposes.

LORD ELGIN, on the 1st March, said that he trusted that the policy outlined would commend itself to the Legislature and the people of Ceylon, and expressed his appreciation of the Commission's careful and valuable work.

MR. CHARLES E. SCHWANN asked the Under Secretary of State for the Colonies what steps had been taken to carry out in Ceylon the recommendations of the Elementary Education Commission, 1905, with respect to compulsory education in that colony; whether a conscience clause would be included in the new proposals; and, if so, what would be its nature.

He also asked the Under Secretary of State for the Colonies whether the Government of Ceylon proposed to include in the new Education Ordinance in that island a clause enabling the authorities to call upon planters to provide schools, or a school, for groups of estates, as recommended by the Elementary Education Commission, 1905, and when legislation to this effect was likely to be introduced; and whether Inspectors would be appointed to supervise existing and future schools.

Foreign Notes.

THE death is announced of Dr. Richard Garnett, C.B., LL.D., the *littérateur*, and Trustee of the National Portrait Gallery.

DR. REGINALD MACON, Tutor and Librarian, University College, and University Reader of Ancient History, has been elected Master of University College, Oxford, in succession to Dr. Bright, who has resigned. He was educated at Charterhouse and Christ Church, and is the author of an edition of Herodotus.

MR. JAMES BRIDGES, I.C.S., (retired), has been elected Lecturer on Burmese, and Mr. W. Hoey has been elected Lecturer on Hindustani by the Indian Civil Service delegates at Oxford.

MR. BEHAN, a Victorian Rhodes Scholar, has been awarded the Vinerian Law Scholarship at Oxford.

MR. BIRRELL introduced his Education Bill in the House of Commons. It provides that after the 1st January, 1908, no Elementary School will receive public money unless publicly controlled, including the appointment of teachers, for whom there will be no religious test. But in the Voluntary Schools already transferred on condition that facilities for denominational teaching will be provided, these will be granted outside school hours at the expense of the denomination. Similar facilities will be granted to other transferred voluntary schools in urban districts, where four-fifths of the parents desire it. This is apparently intended to placate the Catholics.

The Exchequer will provide a million further annually for acquiring voluntary schools.

The Bill has established a National Council of Education for Wales.

ALTHOUGH he is only 48 years of age, it was stated at Clerkenwell Sessions that William Ridley, *alias* Paget, had been known to the Police for 33 years, and had undergone many terms of imprisonment. He was charged with obtaining board and lodgings by fraud. He was dressed in an eccentric manner, and behaved in a peculiar way, but the Brixton prison doctor said he was perfectly sane, and Inspector Kane said that he had seen him go through the same antics in the dock for 19 years. He had no need to wear goggles, that was part of the make up, and in the streets he wore a monocle. He had boasted that he once bamboozled the late Sir Thomas Chambers at the Old Bailey. The prisoner, he added, was one of the most astute and heartless of swindlers. He posed as an Anglo-Indian scholastic agent, but he had never found a pupil for a school or a school for a pupil. He had defrauded schoolmasters and mistresses throughout Great Britain and the Continent, and for four years his income was £267 annually. Mr. McConnell said the law limited the sentence on "prisoner to 12 months' hard labour, and that he passed on him.

THE Indian under-graduates at Oxford are indignant at the decision of the authorities debarring their joining the University Volunteer Corps, the reason given being that the authorities had experienced great difficulty in recovering the kit equipment issued to Indian under-graduates, on their leaving England. An appeal has been made to the Army Council.

ARCHBISHOP Bourne's Lenten Pastoral, after submission to all Roman Catholic Bishops of the Diocese of Westminster, was read in all Catholic Churches. It is chiefly devoted to a discussion of the Education question and maintains that the imposing by statute on all public elementary schools of simple religious teaching would be tantamount to the establishment of an endowment of Protestantism in its simplest form. It is therefore repugnant to Catholics, who claim a Catholic education, implying Catholic schools, Catholic teachers, effective Catholic oversight over all things pertaining to religious teaching and influence. The Archbishop concludes:—"If our claims are disregarded a final settlement will not be reached. We shall use to the utmost every legitimate means of resistance we possess and shall cry out unceasingly against the injustice committed. Most assuredly the day will come when the eternal principles of justice will overthrow those who disregard them now, and ride roughshod over the conscientious convictions of those who regard definite religious teaching as an essential part of education."

THE Rev. Frank Stephenson, Cheltenham College, is appointed Headmaster of Felsted School, in place of the Rev. H. Dalton, who has resigned. He was

at Christ's College, Cambridge, the Cairns Greek Testament Prize, the Winchester Reading Prize, and the Steele Theological Studentship.

The following "Statement of the Catholic position with regard to Education," signed by the Duke of Norfolk, Chairman, and Mr. F. R. Anderson, Secretary of the Catholic Education Council, has been issued:

In view of impending legislation in the present Session of Parliament, the Catholic Education Council, a body representative of the sixteen Catholic dioceses of England and Wales, deem it their duty to lay before the country a statement of the principles by which the Catholic body have always been guided in the past and must always be guided in the future. The educational principles of Catholics are briefly these:—

(1) That religion is an essential factor in education; (2) that parents have the duty and therefore the right to educate their children in the religion which they believe to be true; (3) that this right is given by God, not by the State, and therefore cannot be taken away by the State; (4) that if the State establishes a system of compulsory education, such system must not conflict with this inalienable parental right, and must allow children to be educated according to the religious convictions of their parents; (5) that while Catholics do not object to the children of parents who desire it receiving so-called "undenominational" instruction, they cannot in conscience allow their children to receive such instruction, since it is based on principles essentially Protestant; (6) that the only education Catholic parents can accept for their children is a Catholic education.

These are the principles that Catholics have always proclaimed and always acted upon; and faithfulness to their principles has entailed on them heavy sacrifices. The Catholic body is admitted on all hands to be poor; and yet they have provided for their children 400,000 school places, of which 300,000 have been provided since 1870. At a modest estimate of £10 per place this represents a capital outlay of £4,000,000. Moreover, they have paid an enormous sum in voluntary subscriptions for the maintenance of Catholic schools. And, in addition to these crushing burdens, willingly undertaken for conscience sake, they have been compelled to pay rates for the erection and maintenance of Board or Council schools to which conscience forbade them to send their children.

Wherefore, to give practical shape to those principles, the Catholic Education Council hereby resolve:—

(1) That no settlement of the education question can be accepted by Catholics which takes away from Catholic parents their right (a) to have for their children Catholic schools, in which the teachers shall be Catholics, and shall give definite religious instruction under Catholic control during school hours; (b) to have new Catholic schools recognised and maintained, and enlargement of existing schools sanctioned where the needs of the Catholic population so demand. (2) That no settlement can be

accepted which does not safeguard the Catholic character of Catholic schools, either by retaining the existing proportion and powers of the foundation managers, or by some equally effectual means. (3) That no settlement can be accepted which does not provide for the continuance and maintenance of the existing Catholic training colleges and Catholic pupil teacher centres, and which does not grant facilities for extending the means of giving Catholic training to Catholic teachers. (4) That any proposal to lease, rent, or assign Catholic schools to the local education authority cannot but be viewed with grave anxiety, and that any such proposal which conflicts with their Catholic character must be rejected.

A MESSAGE from New York, says:—"Professor Brander Matthews, of Columbia University, has been appointed head of the Simplified Spelling Board, which began operations to-day. Spelling reform clubs will be formed throughout the country with the help of Mr. Carnegie's promised endowment of 15,000 dollars a year. Mr. Carnegie asked that twenty prominent writers would pledge themselves to use the reformed spelling, but about eight hundred responded to the invitation, whereupon the money was promptly paid over. The thirty members of the board include heads of Universities, such as Dr. N. M. Butler, of Columbia; lexicographers, including Dr. William T. Harris, United States Commissioner of Education; authors, among whom is Mark Twain; and practical business men. The first endeavour of the reformers will be to secure the universal omission of unnecessary letters where they occur, such words as *although*, *thoroughly*, *cigarette*, being spelt *altho*, *thoroly*, *cigaret*."

THE Secretary of the Moral Instruction League has just received the following letter from the present Minister of Public Instruction of Japan:—

"I am much obliged for your very kind letter of the 6th instant and also for the very interesting and instructive publications, which I have with me now. They are of very great interest to us, because, as far as I can gather from them, the aim of your society seems to be almost identical with the policy which is actually pursued by the Japanese educational authorities regarding moral instruction in Japan. From what we have experienced during the last two years of gigantic struggle, we have reason to be satisfied with the practical working of our moral teaching. The men who have fought on the battle-field and people at home who have borne the sacrifice so courageously, have almost all been brought up under the present system of moral instruction. It is altogether secular, and the text-books in use now were prepared by a special commission, having representatives of Buddhism, Christianity, and Confucianism serving on it. On my return I shall try to see if translations of our text-books have already been made. In any case, I shall try to send you some account of our work, and I shall be much obliged if you will kindly send us any publication which may be of interest to the work which seems to be common to us."

The Educational Review.

With this number the *Review* passes into new hands. The new Editor bespeaks a little consideration on the part of his readers till he has settled down in the editorial chair. It is customary to alter a kind of confession of faith on these occasions. Possibly the new editor has no faith and cannot therefore confess. At any rate, conscious as he is of his own imperfections and of other people's shortcomings, he will only say that it will be his endeavour to hold the scales fairly in weighing men and measures. In fact he will try to leave men alone and consider measures only. With this exordium the editorial 'we' may be assumed.

It seems to us that in a country like this, where the educational arrears to be made up are so great, it is a thousand pities that those working in the field of education, already disproportionately few in comparison with the number required, should make themselves fewer by warring not against their common enemy, ignorance, but with each other. For good or ill there are three great educational armies in the field; one army is entirely recruited by Government; the second is sent out by religious agencies from beyond the seas; the third, much smaller in extent than the other two, is an indigenous host. Small though it is in numbers, it is growing rapidly in numbers and influence.

Now it is often said that Government has no sympathy with aided education and does its best to thwart it. This we do not believe. The Government of India has again and again most positively declared its

views with regard to aided education. It has frankly assigned to aided education perhaps the leading place in the enlightenment of the Indian peoples, and declared that as unofficial agencies arise, capable of efficiently conducting educational affairs, Government will retire from the field. But while this is the standpoint of the Supreme Government, individual officials have sometimes spoken and acted in a spirit antagonistic to aided education. And we think that the relation of the Department to Private Agencies needs examination and amendment. The control exercised is in our opinion in some matters needlessly strict. But to assert this is not by any means to acquiesce in the idea that there is a natural enmity between official and unofficial agencies. Yet there is this idea in the air and where it is allowed to exist it does more or less poison the educational atmosphere and causes weakness where there should be vigour. Mistakes have been made and will be made on both sides, since both sides are human. If generous rivalry could replace ungenerous rivalry, where, in any place the latter exists, and if anxiety as to possible mistakes on our own part took the place of an unholy desire to show up the shortcomings of others, the world in general and education in particular would make better progress.

The above remarks also apply to the relation between foreign educational agencies and indigenous agencies. Where in any place one of them is ungenerously contending with the other, so much the worse for education. How much better it would be for each to recognize the merits of the other. We have never heard of a foreign agency that desired a monopoly of education. Certainly no

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representative man has ever claimed such a monopoly. All that is asked for is a fair field. In some places the two agencies share the educational field and live in harmony together. It is a fair inference that where there is friction and unpleasantness there must be a want of reasonableness on one side or the other. For ourselves we shall to the best of our ability preach the necessity of united effort and deprecate mutual antagonisms on the part of those who ought to be standing shoulder to shoulder.

In last month's issue we printed the Convocation speech. We cannot pass over in silence the feature which made the Convocation of 1906 memorable: we refer to the presence of two Brahmin Lady Graduates. For the first time in the history of the Madras University two Hindu ladies received a degree. No wonder that for several days the young ladies were fêted by the leading representatives of the Hindu community in Madras. More than once the young ladies spoke at these gatherings and spoke with dignity and composure. Their success was not a mere question of brains, for Indian women have always being distinguished for intelligence. Their success was due to steady persistence in the face of serious obstacles. It is not easy to estimate the force of character required to enter on a course of study, when a household has to be managed and when there are children to be brought up. We offer our most cordial congratulations to the two Lady Graduates.

We wish we could regard these ladies but as the forerunners of a constantly and rapidly increasing number of Hindu Lady Graduates, but we fear that for a time at any rate they will stand alone. Certainly it is to

Mysore alone that we can look for any addition in the near future, for it is in Mysore alone that such large scholarships have been given as to encourage Hindu gentlemen to let their wives continue their studies after marriage. Unless special inducements of some sort or other are held out, Hindu girls will for a long time to come be withdrawn from school at a comparatively early age, and so continue to miss that intellectual development to which their natural intelligence and docility entitle them.

The University has lately done a great deal of heavy work and after a considerable expenditure of time and labour managed to outline its schemes of study and examination. We doubt if there will be general satisfaction with the result. The Sub-committee brought up a scheme that was at any rate a coherent and consistent whole. Every point, we are bound to assume, was fully discussed in that large and representative body. When the Senate resolved itself into Committee amendments were proposed, passed or rejected, which needed far more thinking over than was possible at the time. Further the number of Fellows present varied enormously. For the first two or three days the Mofussil Fellows were present in large numbers, and then, being compelled to return to their stations, were present no more, so that the Senate sometimes was even smaller than the Committee whose proceedings it was revising. Thus an amendment, especially if carried by a very small majority, as frequently happened, acquired, so to speak, an importance to which it was not entitled. Had it been put to the Senate at another time, it would have been put before a much larger or smaller Senate, and might have met with quite the opposite fate. In a word there was too much

University Reform.

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chance about all the proceedings. The Sub-committee may be likened to a body of artists who sketch out a plan of a mosaic. The outline is filled in, and a consistent whole is the result. Then the Senate, we mean no disrespect, may be likened to a company of amateurs who do not altogether like the mosaic. Out of this company of amateurs, which varies from minute to minute as some come and others go away, first one and then another casually proposes alterations, the ultimate effects of which are not clearly seen at the time. The result is that the original consistent pattern has disappeared and is replaced by medley in which it is often difficult to trace a design.

The *Friend of India's* London Correspondent makes some wise suggestions with regard to the Government of India Scholarships. He points out that the fortunate recipient of such a Scholarship "is entered at one of the universities and the Inner Temple simultaneously, and begins a course of reading for the Indian Civil Service, taking care to 'eat his dinners' at the Temple all the while, so that if he fails in the Civil Service Examination he may be qualified for the opulent practice of the Law. Whichever fate befalls him, he becomes in India a busy professional man. His school prizes and his university books are relegated to the topmost shelves of his library to make room for the Penal Code or Manual of Government Orders; he becomes absorbed in an exacting profession, and his academic studies are laid aside. They fade from his mind and form no more part of his intellectual consciousness than the dates or grammatical 'tips' which he crammed for the Middle Examination."

The Correspondent proceeds: "I do not argue that such a man may not pursue a useful civic career; on the contrary, it is a good thing for India that the number of such persons should be multiplied. What I do contend is that such a busy professional man does not, and cannot, contribute to the learning of the country. Now, considering what a dearth there is of opportunities for men to get a really first-rate academic training, I regret that the State scholarships should be used as stepping-stones to merely professional careers. They ought to be as strictly reserved as possible to men who are willing to devote their lives to learning, and who upon their return to India will continue the pursuit of knowledge and enlarge the intellectual frontiers of their countrymen. To put the matter very baldly, the State scholarships ought only to be given to men who are willing to become professors in Indian colleges; and the salaries of £200 a year which they receive ought to be employed in qualifying them for such a career. The number of first-class men with academic distinctions in Indian colleges is lamentably small, and it may be doubted whether the Indian professors, as a whole, represent the intellectual élite of the country."

He says that the remedy for this state of things is easy. The scholarships are given only to those who are under twenty-one or twenty-two years of age and the result is that they are used to help young men into the Indian Civil Service. He would reverse the age and refuse scholarships to those under twenty-two or twenty-three. "The best guarantee that a man is going to Europe for the sake of study, and of study alone, is to make the conditions of the scholar-

A higher age-limit advocated.

ship such that he is not eligible for Government service. Those who go under these conditions will be men who devote their time in Europe to serious study, and who upon their return to India will seek openings in which their proficiency in one branch of learning will be their best recommendation."

As practice is better than precept he goes on to show by his own experience in an Indian University that the suggestions he makes are practicable. He seems to refer to Allahabad.

"This was the view taken of Government scholarships by the University of which I was a Fellow when in India. We

The proof of the pudding. used to form a Sub-committee of the Syndicate to interview the candidates for Government Scholarships and one of our members, an Indian pleader, was in the habit of putting, simple-seeming questions to the candidates as to what they intended to do in England. Had they any clear ideas of how they would proceed when they got there? What branches of study did they intend to pursue? The ingenuous youths usually stated with absolute clearness that they intended to read law and certain other subjects which, we all knew, carried high marks in the I. C. S. Examination: many of them unfolded their ambitions of appearing in a multiplicity of competitive examinations, and almost all of them looked forward to a strenuous professional career. We had already decided that we wanted a man who would undertake to study one branch of learning thoroughly and whose ambition should be to come back to India and teach it."

Sir Frederick Lely, late Chief Commissioner of the Central Provinces Lely on Village School. interest in Indian questions by his publication of "Suggestions for the

Better Governing of India." With his political views we are not concerned, but we find much that is to the point in his reference to Education. In another part of this Journal reference is made to the annual grant of 6 lakhs for Primary Education in this Presidency and to the fact that it was spent last year on School buildings. This step marks a great advance, but the money would have gone further if Sir Frederick had had the spending of it. He does not believe in a standard building plan for village schools. "What ought to happen is that the Department should pay and assign a master and staff to every village where the people undertake to provide a house. If properly handled, the poorest community will only need a grant of timber to help them through. This division of the burden would be resented at first by the larger and well-to-do villages which now get accommodation at the public expense; but wisely and firmly carried out it would stimulate both interest in education and corporate life. The teaching would be under the control of the Department, the premises under that of the village, on the understanding that, if the latter were not kept up to a fair standard, the former would be stopped. The results would shock an Inspector straight from Europe, just as if he walked in the fields he would look with pity on a useful native plough; but to the villagers the school would become a valued possession to be proud of."

Now this is exactly what is being done to-day by many Missionary Agencies. When a deputation of villagers arrives asking for a school, they are told, if the missionary knows his business that they must give the land and put up the mud walls, and in general do the rough work of erection. As Sir Frederick remarks the wood-work has to be found. No

doubt the school-house built under such conditions might not be as trim as those erected by the Department to plan, but they would be quite good enough for the purpose, and would give the villagers an interest in the village school they would not otherwise have.

With regard to Higher Education he put his finger right down on one of our weak spots. He regrets that High Schools should have passed altogether out of the hands of Englishmen and that no English Headmasters are now found. "Instead of being the first to go they should have been the last. Every wise man will admit that the future of a country depends largely on its boys, especially those of the better classes, learning the lessons of truth, self-restraint, reverence, courage, and manners; and no candid man will deny that at present there is no one in India who can teach them so well as the right sort of Englishman who brings with him the spirit of the Public School. The absence of such is an injury to young India. It is also a loss to the Empire, for the blank ignorance of Englishman, too often growing into aversion, which possesses the average middle class native would not be so likely to exist if the latter carried about with him the memory and influence of a single true friend and master of his boyhood, belonging to the race."

We agree with Sir Frederick, not because we have any wish to displace Indian teachers, or any wish to disparage them, but because the High School is, if people only knew it, one of the most important spheres of work. We have heard the most famous personage in Indian educational circles say that he would have gladly given his life to High School work had he been called on to do. The High

School is at present our educational *crux*. Our motto may well be, "Take care of the High Schools and the Colleges will take care of themselves." The weak point of the new University Regulations is that they contain no provision for the regulation of High Schools. Apparently the present system with its haphazard promotions and 'selections' is to continue.

Finally Sir Frederick wants closer co-operation as regards Higher Education between the District and Educational Department and the Head of the District. He remarks that it is curious that the Educational Department, which in its Primary sphere sets a fine example of harmonious and productive co-operation with District officials, should in its higher 'walks be aloof. "If there is one agency more than another in which the members of the central Government ought to take direct personal interest, in which they ought to enlist the sympathies of all their officers as in an Imperial concern, it is that of the Higher Schools and Colleges.

In theory of course the Head of the District is responsible for everything. In practice he has largely ceased to display anything more than a most perfunctory interest in Education. How can a District officer possibly find time to take a practical interest in the educational work of his District? In Bengal as our Local Notes show, an educational circular has been issued with the object of bringing the Educational Department and the District Executive officer into touch. The natural corollary would be an Educational officer for every District, through whom the Collector works, as he works in theory through the District Surgeon, the District Engineer and the District Police Superintendent. Our columns show that a

Collector does a good deal in the way of speeches at College Anniversaries and Distribution of Prizes. It is different to see what would be gained in the way of efficiency by introducing the District Officer as another wheel in the educational machine. The result might indeed be further delay. In theory this idea of Sir Frederick's may be excellent, but in practice the benefit to be derived is not obvious. Bengal just now would need a deal of persuading to find any gain in a closer association between the head of the District and the Educational Department.

THE LATE PROFESSOR SATTHIANADHAN.

It is our melancholy duty to announce the death of Professor Saththianadhan. In October last he left Madras for America to lecture before the Harvard and Yale Theological Seminaries. He was, we suppose, the first Indian to receive the distinction of such an invitation. On his return Dr. Saththianadhan halted in Japan and there fell ill. For some weeks bulletins of his condition, now raising the worst fears, now leading to renewed hope, have been reaching Madras. His family were preparing to join him when news arrived of his death.

He was the son of the late Rev. W. T. Saththianadhan, the most eminent Indian clergyman of Southern India. His mother was the daughter of the Rev. John Deva-sagayam, the first Indian clergyman in Southern India. Her name is preserved by the Saththianadhan Schools called after her. He received his early education in Doveton College (from which school we may remark in passing, his father was the first Matriculation candidate) and the S. P. G. High School, Vepery. He matriculated in the first class at fourteen years of age. The rest of his education was obtained in England. In 1878 he entered Corpus Christi College, Cambridge, as a Foundation Scholar. He passed his Bachelors' Tripos in 1880, and his M.A. in 1882. He then spent some time in the United States, where he was elected to the Presidency of the American Philosophical Association. He returned to India in 1883, and was appointed Professor of Logic and Philosophy at Presidency College, Madras. He also served as Personal Assistant to the Director of Public Instruction in the time of Mr. H. B. Grigg and wrote a 'History of Education in the Madras Presidency.' He also wrote 'Four Years in an English University.' At the time of his leaving for America he was Deputy Director of Public Instruction and we believe that he served for a time on the Commission appointed to inspect the Colleges affiliated to the Madras University. It is the universal testimony that as an official he was modest, painstaking and efficient. What he was as a Professor may be inferred from the tribute penned by one of his old pupils, now in Bombay: "The writer of these lines can never forget how in his very first year at College, the late Professor's kindness and conversation were a source of strength. He readily fraternized with the students and in his own earnest manner tried to impress them with the need of having ideals. The atmosphere of his home was literary and philosophic. He was a voracious reader and he was always glad to speak of what he was reading to others. He was a true patriot in that in every way open to him he sought to bring together all that was best and truest in India, and whatever was true, good, beautiful and of good report in the culture and conduct of the West."

He married first Miss Krupabai Khisty, a Bombay lady, well known as the authoress of *Saguna* and *Kamala*, two well-known novels; and secondly Miss Krishnammah, who achieved distinction as being the first Indian lady in Southern India to graduate in the degree of M.A. She has for some years conducted with marked success the *Indian Ladies' Magazine*.

It is not in our province to speak of Dr. Saththianadhan's service to the Christian community, of which he was so conspicuous an ornament. We will content ourselves by saying that he served the public cause by voice and pen, and, best of all by his transparently pure and upright life. We offer our very respectful sympathy to Mrs. Saththianadhan and to the large circle of sorrowing relations and friends.

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A PLEA FOR SOME EDUCATIONAL AUXILIARIES.

WE are fairly well off in the city of Madras as regards what we may call Educational Auxiliaries. It is to be feared however that in country districts there is little or nothing to help education that is not to be found within the four walls of the school-building. Of course, wherever a school is, even if it be situated in the remotest wilds, its teacher can, as we were shown in an article printed last month and entitled 'Realism in Teaching,' do much to stimulate the perceptive faculties of his pupils. The physical nature of the district, its history, its fauna and flora can all be made to supplement the school apparatus, the school lessons.

But it will scarcely be denied that we in Madras are peculiarly fortunate in this respect. We were told in the article above alluded to that a teacher ought to conduct his class to harbours, mills, &c. Well we have a harbour, mills, iron works, railway works, administrative headquarters, High Courts of Justice, and many other things at Madras that may be made use of outside school-hours to interest and stimulate pupils. The Teachers' Guild has done well in organizing visits to various of our local institutions.

One of these educational auxiliaries stands out pre-eminent. We refer to the Madras

Museum, which is daily visited by hundreds of peoples of all classes. Surely even the dullest and most ignorant must carry away with them some little addition to their knowledge, something to furnish food for thought. The Madras Museum is a fine collection, splendidly housed, but it is something more; objects are not merely labelled and arranged, they are written about. One of the most admirable features of the Madras Museum is its series of anthropological and other bulletins. These owe their origin principally if not entirely to the untiring enthusiasm of one man, the Superintendent of the Museum. It is a matter of great regret that since the Royal Asiatic Society of Madras has ceased to collect and publish scientific information, devoting itself entirely now to the management of a library, the Madras Museum is the only spot in South India that keeps alive the spirit of scientific enquiry.

But might not the Museum do a great deal more than it is doing now, as an educative agency? We are not forgetting that a great deal is done there of which the casual visitor is quite unaware. Specimens are frequently sent in to be identified and the Museum authorities are always ready to help any body seeking special information, but the great bulk of visitors pass quickly through the Museum and it is to be feared carry but little away;

nor is this surprising seeing that the majority belong to the humbler and uneducated classes.

With some diffidence we suggest that regular courses of lectures might be given at the Museum. We are not ignorant that Madras is overdone with lectures of a sort, but the lectures we have in mind would be different from ordinary lectures, and the experiment might well be tried. It is said that the best way to pack a building is to persuade people of the impossibility of getting in. If admission to the suggested lectures were by ticket, and if a few people would make it their business to place the tickets in the proper hands, such lectures might well be a success. For instance, a lecture on Earthquakes and Volcanoes would probably interest many just now. Senior students would be the persons whom the lecturer would chiefly have in view, and a little gentle pressure on the part of College authorities would probably be effective in causing a good attendance. We also think that parties of students might well be personally conducted over the Museum. Probably this is done occasionally now, and we have no reason to suppose that the Museum authorities are ever reluctant to place their knowledge at the service of such parties. Still such visits might be encouraged and placed on a regular footing by some explicit statement on the part of the authorities. Of course regulations would have to be devised to prevent an undue portion of the time of the officials being devoted to this purpose, and in all probability the Museum staff would have to be increased, but there can be no doubt that the educational value of the Museum would be enormously enhanced.

Another educational auxiliary badly needed in Madras is a Picture Gallery. Apparently there is a Picture Gallery in Calcutta and in

last year's Budget the sum of Rs. 20,000 was allotted to it. Why should we not have one in Madras? The cultivation of the æsthetic taste is entirely neglected. We have of course the Annual Fine Arts Exhibition, where a little good work and a great deal of very poor work is shown. One has only to observe the very wooden style of portrait-painting conspicuous in many of the exhibits to feel that what is wanted is examples of really artistic portraiture. Further, the Fine Arts Exhibition extends over only a few days, and a charge is made for admission. We want a permanent Gallery open without fee throughout the year, except on certain days when for certain hours it might be open to Art Students only. Such a Gallery need not be a very expensive matter. No doubt a specially arranged building would have to be erected. There is plenty of space in the Museum compound. A sum might be devoted every year to the purchase of pictures. We are not advocating the purchase of a Murrillo or a Rembrandt. There are plenty of skilled painters who would part with really good pictures for a comparatively small sum, and by purchasing such a good Gallery would in the course of time come into existence. This climate is of course a difficulty, but the difficulty is not insuperable. The Gallery would be as popular with the general public as the Museum is now, and it would further the cause of Art Education. At present the only pictures that minister to the creation of an artistic sense are those in the illustrated papers and more or less hideous oleographs. One has only to frequent sales held at private houses to observe the hideous things that are apparently cherished by people who ought to know better. At first the majority of the pictures would have to come from Europe,

with this advantage that European scenery and habits of life would be presented to the people of India in a novel and striking form. The very best, but only the very best, of pictures exhibited locally might be purchased. We believe this is being already done on a small scale. Ultimately with the standard of local skill rising steadily a large proportion of the pictures bought would be the work of Indian Artists.

The last educational auxiliary that we shall notice in the present article is the Magic Lantern. Government might well require all important institutions to possess one, and might itself keep a large stock of slides to be sent out on loan. It would not take long to instruct teachers under training in the use of the Magic Lantern. It may be too much to ask that teachers of all grades should be so instructed. The Primary classes for instance, are just the classes that would derive most benefit from Magic Lantern illustrations of their lessons, yet Primary teachers are so numerous, and the resources of Primary Schools usually so limited that to insist on the use of the Lantern in Primary Schools might be impossible. Yet its use might be encouraged in these schools. In High Schools there ought to be little difficulty. The now generally despised and disliked subjects of Geography and History would come to have a new interest with very beneficial results. We hope that the Department will consider our suggestion, which, if carried out, will tend to displace the book from the bad eminence it now enjoys, both in the mind of the teacher and of the pupil.

THE FATE OF INDIAN LANGUAGES UNDER THE REVISED UNIVERSITY CURRICULUM.

IT is admitted on all hands that Universities have encouraged the critical study of languages both living and dead. Ancient Latin and ancient Greek would long ago have been consigned to the limbo of oblivion but for the zealous and sustained support they have received at the hands of the University authorities of Europe. At present opinion seems to be divided in regard to their utility, but there is a preponderance of opinion in favour of their retention. It is said the study of the classical languages has an educative value of a high order and modern languages and literature can be correctly interpreted only by a close acquaintance with the classical languages. There does not seem to be any immediate prospect of the abolition of those languages as a compulsory subject in some of the more ancient Universities of Europe. Even dead languages die hard.

When we turn to living languages, we see that no less importance is attached to them than to the dead ones. The close contact maintained among the various countries of Europe from a political as well as from a commercial point of view necessitates the study of each other's languages. Isolation is unknown on the continent of Europe and the allied nature of many of the languages seems to facilitate their study. The Teutonic tongues are easily mastered. The number of English, Scotch and Irishmen who know German is annually increasing. The cordial relations that have now been established between the English and the French nation must have given a very great impetus to the study of that language by a larger number of men and women than heretofore. German philosophy

and literature have taken too deep root in England to be easily ousted by any wave of political antipathy. Italian, French, Spanish and Portuguese are so near allied that mastery in one leads with little labour to a competent knowledge of others of the group.

Passing on to India, though philologists have classified the spoken tongues under two large heads, *viz.*, the Aryan and the Dravidian, it is a notorious fact that the Bengali cannot speak Hindustani nor the Mahratta Gujarati without much labour. A Tamilian of the Tamil country is at a great disadvantage since he cannot speak Telugu or Canarese without spending a long time on them. The Mahratta Brahman of the Tamil country speaks Tamil, Telugu, Canarese and Hindustani with little labour. Like the religion of the Hindus, Tamil is exclusive.

The Indian vernaculars have had their own vicissitudes. When Colonel Macdonald was Director of Public Instruction, he brought a motion before the Senate for the exclusion of all the vernaculars of Southern India from the curriculum of the University and the substitution of classical languages in their stead. There was a hard fight over it and the vernaculars won.

The position thus gained was strengthened by the action of our University. A second language, either classical or vernacular, was made compulsory. It was also ordained that candidates for the M. A. Degree might bring up any two South Indian Vernaculars and take the Degree in those languages alone.

Unlike Colonel Macdonald, Doctor Duncan, during the time he was Director of Public Instruction, desired to do something substantial for the Oriental languages by creating a mental side to the University of Madras. His proposition met with scant support and in Madras. Notwithstanding, the Uni-

versity did not play the step-mother to the vernaculars.

What is the position of the Second language in the Curriculum now accepted by the Senate in so far as it relates to the Intermediate and Degree Examinations? English alone is compulsory, all other subjects being optional including the vernacular and classical languages, both of India and Europe.

Few now argue that the vernaculars have no literature worth the name. The labours of Mahamahopadhyaya V. Swaminatha Aiyar of the Presidency College have shown what wealth lies buried requiring only wise diggers in the field. If English has a market value, the Vernaculars have an educative value in kind if not in degree such as Latin and Greek are said to possess.

The action of the University in making optional the study of a second language for University Examinations is tolling the knell of the vernaculars. "Learning for its own sake" obtains nowhere on earth, and India will be the last country where such a spirit can be expected to govern the action of students. There is much truth in the reproach levelled against our countrymen that the be-all and end-all of education is Government service. This service requires a good knowledge of English and only a very colloquial knowledge of the vernaculars. An ordinary *Takid* drafted by a *Taluk gumastah* to a *Kurnam* contains so many flaws of grammar and spelling that schoolboys laugh at them. There are very few, even among high-placed officials, who can turn an order in English into intelligible and correct Tamil or Telugu. The translations of legal enactments done under the authority of Government cannot be commended either for their purity or for their intelligibility. Of lesser productions, the less

said the better. While Government have recognized certain languages as the vernaculars of certain districts, most orders are issued in the English language even to village officers, who in the more advanced districts have a knowledge of English. Suitors prefer English petitions to those in the vernacular owing to fears entertained by them that the clerical staff in offices does not give the head of the office a correct rendering of the contents of the petitions. Thus, the official world in our Presidency is English-ridden and the vernaculars have been thrown into the back-ground, we may almost say they have been silently relegated to things forgotten. One powerful source of support to the vernaculars has thus been closed. There was only another patron, *i.e.*, the University, and that too has shown indifference in the matter.

What, then, will be the outcome of the out-lawry that has been pronounced against the vernaculars? We do not wish to give needless alarm, but the prospect seems to be gloomy. An appeal to patriotism is the only course left open. It is the duty of Indians, not of the English rulers, to keep the flame alive. Are the Indians likely to take up the cause of their mother tongues?

It is difficult to answer the question in the affirmative in the present condition of affairs. We have almost forgotten how to write a letter in our vernacular. We look down upon literary vernacular style as pedantic. The shopman who cannot read a line of English interlards his speech with a large number of English words. Even Panchamas, if they have been brought into contact with Englishmen, are gradually abandoning their vernaculars for English words. One has only to hear the conversation between two Panchamas who have passed the Primary school examination. One finds to one's astonishment that

more than fifty per cent. of their vocabulary consists of English words. As for the Panchamas in the service of Europeans, it is a notorious fact that they speak English fluently, some of them using idioms to which the B. A. may be a stranger. Our duty is plain. It is impossible to wring out a recognition of the vernaculars either from Government or from the University.

Like Hindu Temples entrusted to Temple Committees to be looked after, the vernaculars have been left to our care. Government has ceased to interest itself in the matter of temples. The University, whose province it is to encourage the study of languages has made it optional with candidates to bring them up or not according to their sweet will and pleasure. When we ask Government to change the law in force in regard to temples, they tell us that the fault of mismanagement is our own and that we should learn to do our work honestly without pressing for a change in the law which in their opinion is perfect. If, as is likely to happen, the vernaculars are neglected and they die a natural death, the crime of murder will be attributed to us and not to the University.

The neglect of vernaculars will bring about a serious loss to the community. The Government and University Examinations have been encouraging the race of Pandits. These will cease to labour when they see that the public will not recognize their work. It will be a sad day for our country when there are no Pandits. All tradition will die out and we shall be like the liberated negroes of the West Indies, a people without a language of our own or even a history. Heaven forbid such a catastrophe.

K. VENKATARAMA AIYAR.

A SCHEME OF STUDIES FOR THE MADRAS UPPER SECONDARY FORMS.

A PROMINENT Educationist of Madras observes, "No real reform will come about till the University ceases to fix its gaze upon the Sixth Form only and begins to include the three High School classes in the sweep of its beneficent activity." There is no denying that any subject of instruction that is not included in the Matriculation curriculum, however high its intrinsic worth and educative value, is treated with but scant courtesy alike by teachers and pupils. Even the managers and headmasters of High Schools cannot be wholly absolved from the charge of indifference to the lower forms. It is true that they adopt all possible and legitimate means to show a high percentage of passes in the Matriculation examination. They arrange to give to the Matriculation class the best kind of teaching possible as well as a number of other facilities needed for the acquisition of knowledge. But I must not be understood to say that the methods adopted are perfect and that the efforts made are entirely crowned with success. Instead of looking upon the Fourth and the Fifth Forms as two very essential parts of one organic whole, to wit the Matriculation course, instead of securing that uniformity of plan in regard to discipline and instruction which is absolutely necessary for complete success in the Matriculation, they confine their attention to the Sixth Form, leaving the two lower forms severely alone to the tender mercies of their own masters. Unless these men happen to be of the right woe to the classes under them! There be a cognizable and consistent principle in all promotions and admissions to in Madras there is a

the three forms and whatever rigour seems to be observed in the matter in connection with the Sixth Form must be alike extended to the other two forms. All managers and headmasters must feel it a duty which they owe to themselves and the cause they have embraced, to see that at least seventy-five per cent. of the pupils in each one of the three forms are fit to be there and likely to profit by the instruction given. It is certainly reprehensible deliberately to keep boys good, bad and indifferent in all three forms and send up only a select number for the final examination. The present day selection examination in the Matriculation class is an unpardonable anomaly in our High School educational system and the sooner it is got rid of the better. This anomaly of a selection examination in any school is doubtless the outcome of the headmaster's laxity in the matter of promotions and admissions, and if once he sets his face sternly against the unworthy ones, the necessity for the continuance of the anomaly will immediately cease. To be able properly to fulfil this onerous responsibility the headmaster must be left free to act as he likes, provided he is a man of tact, judgment and capacity.

I am afraid there are schools in our Presidency so defective that the mental equipment required of the Matriculation candidates by the University has to be supplied to the Sixth Form pupils all in the Sixth Form. The pressure brought to bear upon the young pupils in the Sixth Form is in consequence unduly high and there can be no healthy growth of mind under an unduly heavy strain. It must be distinctly brought home to the minds of both pupils and teachers that a candidate's work in view of the Matriculation should be evenly distributed in the three High School forms and that the teachers of these classes have one

and all of them a recognized share of responsibility not only for the Matriculation work but also in the credit or discredit that may be naturally associated with it. This is indeed the look-out of the school authorities. The University authorities have again their own share of responsibility in the matter. They must undertake to examine Matriculation candidates in all the subjects included in the Matriculation curriculum not only on the portion done in the Sixth Form but also as far as possible on that done in the two lower forms. This they do at present in the non-language subjects. In my opinion they would do well to extend the practice to the two languages also, the compulsory and the optional. The subject hardest to learn for Indian students is English and there is a consensus of opinion among the Senate as well as the outside public, that the attainments of the average Matriculation candidate in English are despicably low and that steps should be taken to make the teaching of English in schools, sound and effectual. The best means to my mind for raising the level of attainments in English of the Matriculation candidate is to prescribe a pretty fair quantity of English prose and poetry as well as of the second language to be brought up in the three Upper Secondary forms and to examine candidates at the end of the third year course on the whole portion prescribed. The University authorities do prescribe at present text-books in the languages for the F.A., B.A. and the M.A. examinations and arrange to examine candidates on the whole portion prescribed, notwithstanding the courses for these examinations are to cover a period of not less than two years. They have only to extend the system lower down to the Matriculation. Making selections suited to

the Fourth, Fifth and the Sixth. Forms is by no means hard.

It may at first sight appear a great hardship to those who have failed, to have to bring up in one year three years' lessons in English and in the second language. Even those that appear for the Matriculation for the first time may feel it hard to keep in mind all the prose and poetry done in three long years in view of the examination. But I should think that this arrangement is bound to conduce to the permanent good of both classes of candidates. The University examiners cannot be so hard-hearted as to require candidates to reproduce at the examination verbatim passage after passage from their prose and poetry. At the most the candidates will be required to reproduce a pithy saying here or another there or the striking or very noteworthy passages here and there in the prose and poetry pieces they have read. They must needs remember the subject-matter of all the language lessons done during the three years. This is certainly not expecting too much from the examinees. The positive advantages resulting from the arrangement suggested are great. The amount of text in the two languages to be brought up for the examination is certain to deter many a boy weak in them from seeking admission to the examination. The headmasters and managers will begin to be as solicitous of the results of the two lower forms as they are at present of those of the highest form and the system of language-teaching in those two forms must necessarily be brought into line with that in the highest. Unless a boy shows a fair acquaintance with the work done in the two lower classes, the craving for promotion to the highest class on the part of the pupil or his parents and the tendency to promote on

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the part of the school manager must diminish. If, after showing good progress in the two lower forms, a pupil fails at the end of the third year, he must comfort himself with the reflection that here as elsewhere chance plays a great part, and gird up his loins once again. In the case of pupils unexpectedly plucked in the final examination, bringing up in one year three years' lessons in the two languages cannot be an irksome or heavy task. As for those that fail through their own carelessness or indifference, I hold the additional task is but a necessary and justifiable penalty imposed upon them. Do not failed F.A.'s B.A.'s and M.A.'s undergo a similar penalty under the present system? The greater the quantity of English which High School pupils bring up whether of their own free will or by compulsion from without, the greater their success in their College studies or in the broad battlefield of life. The needless and troublesome transfers of pupils from school to school that are so much the fashion with school-pupils nowadays are bound to grow fewer and less frequent and the untold worries of the schoolmaster will be reduced by one, and that by no means an insignificant one. The pupils, when entering the lowest form of the Upper Secondary Department, will cast in their lot with the school or its teachers and remain under its shadow for three years, so that, when they go out at the end of the High School course, they will unmistakably bear the impress of their *alma mater* (in a limited sense), which has been responsible for their upbringing. But under the present system of regulations pupils that are said to have matriculated from a particular school may in reality owe little or nothing to that school and be in fact indebted for their success to other schools not even accorded

the honor of a mere mention in the *Gazette*. As for the quantity of Prose and Poetry in English to be prescribed for the Matriculation, I believe that not less than two hundred and ten pages (8 vo.) of prose and two thousand lines of verse may be put down, with more or less the same quantity of easy prose and verse in the second languages. No hard and fast rule can be laid down here as regards the quantity as the same will have to depend entirely on the nature of the prose and verse fixed.

The Senate have most judiciously resolved upon simplifying and lightening the Matriculation curriculum in Mathematics. In our High School classes hardly thirty per cent. of the pupils possess what is known as the Mathematical talent. The present course of studies in Mathematics for the Matriculation is far too academic and the standard of the examination is pitched unduly high. To be able to attack with anything like success the Madras Mathematic papers, the candidates deem no European publication in Arithmetic and Algebra adequate and have recourse to all sorts of local publications aiming at an arbitrarily high standard. Of course, pupils having a Mathematical bent of mind make good headway with no great expenditure of time and energy. As for those whose minds and tastes lean another way, I can only say that the present course of instruction is a veritable incubus and does an immense deal of harm not merely to them but to the cause of education in the country. All High School teachers who have studied the question, can bear me out when I say that no small part of the precious time and energy of the pupils, is absorbed by the present course of Mathematics, and it is a pity that these young lads are needlessly and profitlessly made to

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sacrifice themselves at the altar of the so-called High School Mathematics. None but the High School teacher can realise what a high percentage of our school pupils get by rote Algebraical artifices and examples together with their solutions, not to speak of the propositions of Euclid and their demonstrations. Many of the questions in the present day Arithmetic papers are a bugbear to the candidates who make no attempt to approach them unless they have had a previous knowledge of questions framed on the same 'model' as well as of their solutions. How many are there who make a regular study of their Arithmetic and Algebra notebooks night and day on the eve of the final examination! Heaven knows what earthly use there can possibly be in the pupils learning Mathematics in this fashion and the teachers and the educational authorities encouraging such a mode of study. I am quite alive to the utility and the necessity of Mathematical training to High School pupils but have little faith in the kind of training at present in vogue in schools. Every High School pupil, whether he has a Mathematical turn of mind or not, must be given a decent knowledge of the fundamentals of Arithmetic, Algebra and Geometry in a manner suited to his mind and calculated to awaken his reasoning powers. But what the fundamental principles are and in what way they should be taught and what the scope of these subjects should be, as taught in the High School classes, all of us cannot see, and even among specialists there must be a difference of opinion. Now that special arrangements are going to be made in Colleges for a full and free development of the Mathematical talents of the young men that may happen to possess them, it is but reasonable to suggest that nothing more than the merest fundamentals of the three subjects

or rather of Algebra and Geometry need be taught in High Schools. In respect of Arithmetic, I hold that the present syllabus may be continued, only the examiners must be instructed to frame simpler, shorter, less tedious and less imposing questions than at present—questions covering more or less the same ground as at present but involving fewer particulars and complications. The questions asked may well be of the type indicated in any English publication like Barnard Smith's or Loney's Arithmetic. There is absolutely no use whatever in proposing showy problems, such as by their very appearance and length scare the poor overworked examinees in the height of their flurry and excitement.

As regards Algebra, I am afraid it is being overdone in schools, and the time and labour spent upon it are immeasurably out of all proportion to any real good which it can at best do to the generality of students. For this tremendous sacrifice on the part of teachers and pupils it is the University examiners that are responsible. They go on raising from year to year the standard of the paper and the poor teachers and pupils have rightly or wrongly, willingly or unwillingly to adapt themselves to the ever-rising standard. The science of Algebra in the abstract is quite in place in the College classes and young men with true Mathematical brains can study it to advantage there. But in a High School where boys of all sorts of brains congregate, it can have a place only by sufferance. There are questions connected with Arithmetic, Mensuration and other practical and concrete sciences which require for their elucidation the application of Algebra, and it is in view to the pupils' acquisition of the ability to tackle intelligently such questions that elementary Algebra should be taught in schools. It is sheer

nor is this surprising seeing that the majority belong to the humbler and uneducated classes.

With some diffidence we suggest that regular courses of lectures might be given at the Museum. We are not ignorant that Madras is overdone with lectures of a sort, but the lectures we have in mind would be different from ordinary lectures, and the experiment might well be tried. It is said that the best way to pack a building is to persuade people of the impossibility of getting in. If admission to the suggested lectures were by ticket, and if a few people would make it their business to place the tickets in the proper hands, such lectures might well be a success. For instance, a lecture on Earthquakes and Volcanoes would probably interest many just now. Senior students would be the persons whom the lecturer would chiefly have in view, and a little gentle pressure on the part of College authorities would probably be effective in causing a good attendance. We also think that parties of students might well be personally conducted over the Museum. Probably this is done occasionally now, and we have no reason to suppose that the Museum authorities are ever reluctant to place their knowledge at the service of such parties. Still such visits might be encouraged and placed on a regular footing by some explicit statement on the part of the authorities. Of course regulations would have to be devised to prevent an undue portion of the time of the officials being devoted to this purpose, and in all probability the Museum staff would have to be increased, but there can be no doubt that the educational value of the Museum would be enormously enhanced.

Another educational auxiliary badly needed in Madras is a Picture Gallery. Apparently there is a Picture Gallery in Calcutta and in

last year's Budget the sum of Rs. 20,000 was allotted to it. Why should we not have one in Madras? The cultivation of the æsthetic taste is entirely neglected. We have of course the Annual Fine Arts Exhibition, where a little good work and a great deal of very poor work is shown. One has only to observe the very wooden style of portrait-painting conspicuous in many of the exhibits to feel that what is wanted is examples of really artistic portraiture. Further, the Fine Arts Exhibition extends over only a few days, and a charge is made for admission. We want a permanent Gallery open without fee throughout the year, except on certain days when for certain hours it might be open to Art Students only. Such a Gallery need not be a very expensive matter. No doubt a specially arranged building would have to be erected. There is plenty of space in the Museum compound. A sum might be devoted every year to the purchase of pictures. We are not advocating the purchase of a Murrillo or a Rembrandt. There are plenty of skilled painters who would part with really good pictures for a comparatively small sum, and by purchasing such a good Gallery would in the course of time come into existence. This climate is of course a difficulty, but the difficulty is not insuperable. The Gallery would be as popular with the general public as the Museum is now, and it would further the cause of Art Education. At present the only pictures that minister to the creation of an artistic sense are those in the illustrated papers and more or less hideous oleographs. One has only to frequent sales held at private houses to observe the hideous things that are apparently cherished by people who ought to know better. At first the majority of the pictures would have to come from Europe,

THE FATE OF INDIAN LANGUAGES UNDER THE REVISED UNIVERSITY CURRICULUM.

with this advantage that European scenery and habits of life would be presented to the people of India in a novel and striking form. The very best, but only the very best, of pictures exhibited locally might be purchased. We believe this is being already done on a small scale. Ultimately with the standard of local skill rising steadily a large proportion of the pictures bought would be the work of Indian Artists.

The last educational auxiliary that we shall notice in the present article is the Magic Lantern. Government might well require all important institutions to possess one, and might itself keep a large stock of slides to be sent out on loan. It would not take long to instruct teachers under training in the use of the Magic Lantern. It may be too much to ask that teachers of all grades should be so instructed. The Primary classes for instance, are just the classes that would derive most benefit from Magic Lantern illustrations of their lessons, yet Primary teachers are so numerous, and the resources of Primary Schools usually so limited that to insist on the use of the Lantern in Primary Schools might be impossible. Yet its use might be encouraged in these schools. In High Schools there ought to be little difficulty. The now generally despised and disliked subjects of Geography and History would come to have a new interest with very beneficial results. We hope that the Department will consider our suggestion, which, if carried out, will tend to displace the book from the bad eminence it now enjoys, both in the mind of the teacher and of the pupil.

It is admitted on all hands that Universities have encouraged the critical study of languages both living and dead. Ancient Latin and ancient Greek would long ago have been consigned to the limbo of oblivion but for the zealous and sustained support they have received at the hands of the University authorities of Europe. At present opinion seems to be divided in regard to their utility, but there is a preponderance of opinion in favour of their retention. It is said the study of the classical languages has an educative value of a high order and modern languages and literature can be correctly interpreted only by a close acquaintance with the classical languages. There does not seem to be any immediate prospect of the abolition of those languages as a compulsory subject in some of the more ancient Universities of Europe. Even dead languages die hard.

When we turn to living languages, we see that no less importance is attached to them than to the dead ones. The close contact maintained among the various countries of Europe from a political as well as from a commercial point of view necessitates the study of each other's languages. Isolation is unknown on the continent of Europe and the allied nature of many of the languages seems to facilitate their study. The Teutonic tongues are easily mastered. The number of English, Scotch and Irishmen who know German is annually increasing. The cordial relations that have now been established between the English and the French nation must have given a very great impetus to the study of that language by a larger number of men and women than heretofore. German philosophy

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which school pupils daily come across and about which they have to be taught much in the class-room in connection with their Geography and English lessons. But there are few schools in the Presidency in which provision is made for a systematic and scientific way of teaching and studying such things. No one can question the importance and the utility of a small garden attached to every school; nor is the need for a small museum of seeds, soils and stones connected with a school small. How many teachers are there who practically make use of these articles while teaching? Does the fault lie with the teachers or managers? If this subject is included in the Matriculation curriculum and if the educational authorities see to the equipment of every school for the satisfactory teaching of it, the establishment of school museums and gardens will no longer be the dream of educational experts but is bound to become ere long an accomplished fact. The study of plants and stones at first hand is easy, interesting and congenial to young minds and will form an appropriate introduction to the study of nature or physical sciences, while the training of the eye and the intellect afforded by it is by no means insignificant. If every school is to have a garden and a museum attached to it, every lesson given in it, be it the object lesson, conversation lesson or any other, is bound to become more edifying, and realistic than it is at present, and school-life itself will out of question be piquanter, freer and less artificial.

The scope of the three branches of science I have named above, as indicated by Paul Bert in his excellent book, is not at all wide, and to study from the book any two of them properly for the examination cannot cost candidates any more time or energy than

they at present devote to the study of the Chemistry and the Physics Primer. These latter books, though modest in name and size, are really ambitious, being of a highly suggestive nature and tempting both the teacher and the examiner to go beyond the apparently prescribed limit. By appreciably reducing the quantity of Physics and Chemistry to be studied for the examination and giving candidates the option of bringing up any two of the three important branches of science recommended above, we not only simplify and lighten the work of the examinees but widen the sphere of the scientific knowledge of the school-going population and deepen the effect of their scientific training; we create at the same time a necessity for the addition to every educational institution of a museum and a garden, which are two of the many aids of instruction of no mean value and whose claims for recognition as such are beginning to be strongly urged and faintly felt.

Connected with the subject of Physical sciences we have the histories of England and India and the Geography of the World in the general knowledge group. Indian History and the Geography of the World are two of the subjects which all school children have to study from the third standard upwards. Whatever the educative value of these subjects, the school pupils are bound to have a full measure of the benefit of their study inasmuch as the study extends over not less than half a dozen years. The University authorities may well prescribe beforehand select portions of these subjects and examine candidates thereon instead of compelling them to memorise the subjects as a whole for examination. When whole subjects have to be got up for the examination, there is an imperative necessity for young examinees to sit close

at their books at the fag end of the term. The good which this kind of eleventh hour examination study does to the examinees is practically *nil*, while the sacrifice it entails is enormous and its possible remote effects are little short of disastrous. Even in English History which is introduced only in the Fourth Form, it will be highly advantageous to examine candidates on select portions—on the portions done in one or two of the three forms. The beneficial effect of this arrangement is by no means less than under the present system. The students do study the subject as a whole for a number of years and are given a general view of them as a whole, but with a view to reducing the examination strain, select portions are specified to which they are required to devote special attention. This is certainly much better than to cram up a lot without knowing any bit of it well. For example, the candidates may be examined on the British Period of Indian History, the Geography of the British Empire or of any one of the continents of the World, and the Victorian Period of English History. The selections may be varied from time to time to give variety to teaching and examining. To give teachers and examiners an idea of the scope of these subjects, the authorities will do well to prescribe, as in the case of science, suitable text-books and, where it is not feasible, to recommend for use one or two books of the right sort. For English History I would name Gardiner's *Outlines of English History* as about the best for High School pupils, and for the other two subjects I might suggest Stone's *History of India* and the fourth number of Longmans' *Geography Books*, all obscure names and dry particulars being omitted. Professor Lyde has published a number of

excellent manuals on the subject of Geography and there are in the field a good number of History and Geography Readers, any one of which may well serve as a text-book on the subject. My object in naming the above books is not so much to see them introduced as to indicate the necessity that there is in my opinion for the adoption of suitable text-books. I am not blind to the importance, nay, the necessity of reading a number of books on the same subject for an intelligent grasp of it. Nothing is so stimulating to the intellect as extra reading. What I want to say is that the appointment of a text-book does not preclude the possibility of reading other books on the same subject. A great deal depends upon the teacher and the way in which he introduces his pupils to the subject. The best scheme of studies and the best system of education may fail of their object under a set of bad teachers, and the worst system may succeed in the hands of enthusiastic men. If teachers recommend the adoption of text-books, it does not necessarily follow that they are men of no enthusiasm bent on teaching from text-books alone without the help of other recognized educational auxiliaries and on making mere book-worms of their pupils. Whatever work we undertake, we must throw ourselves heart and soul into it and see that it is well defined and well done; there must be no vagueness or half-heartedness about it.

ALPHA.

THE NEW EDUCATION BILL FOR ENGLAND AND WALES.

THIS important measure is deserving of notice in this Review not only on account of its intrinsic importance but also on the ground of its ultimate effect on our educational system in India. What obtains in Great

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Britain is likely sooner or later to obtain in India. Great Britain may not be a very good model in matters educational, but as long as the present tie between that country and India exists, so long must the latter model her educational system upon that of the former, though she might have done better to copy that of the United States or Germany.

To explain the present Bill we shall have to back a little. Elementary education began to be systematized in the opening years of the Nineteenth Century. About 1808 Joseph Lancaster, a Quaker, began to teach children and train teachers. From his efforts the British and Foreign School Society arose. He gave daily religious instruction, avoiding disputatious points, so that he may be said to be the father of the unsectarian religious teaching of the present day. About the same time Dr. Andrew Bell, who had been connected with the Orphan Asylum, Madras, organised schools in connection with the National Society of the Church of England. The National Society may be said to have led the cause of "definite religious teaching," that is teaching the dogmas and doctrines of the National Church. These two societies soon dotted the country with schools. Up to 1833, the State made no provision for elementary education in England and Wales. In that year a modest grant from the public purse was made to further elementary education. That sum gradually rose and was administered by a Committee of the Privy Council. Education took a great step forward when by Mr. Forster's Bill, passed in 1870, elementary education was made universal. Ratepayers might on securing a majority establish School Boards and by levying a rate establish Board Schools. The famous Cowper Temple clause was inserted in the Bill, providing that no religious teaching distinctive

of any sect should be taught in Board Schools. There might even be no religious teaching at all, but it was left to each School Board to draw up a syllabus of simple religious instruction. Grants from the Public Treasury were made on a large scale to the schools that had been endeavouring to impart elementary education in what may be called the dark ages before Mr. Forster's Bill became law. The grant was not to exceed seventeen and sixpence per unit of average attendance, and was not to exceed the income from other sources. The Church of England, to its everlasting honour, had spent tens of millions of pounds in erecting elementary schools. Generally every parish had one such school at least. The Roman Catholics had schools of their own in Liverpool, Manchester, London and other towns where colonies of Irish people were to be found. The Wesleyans conducted some hundreds of schools principally in large towns, though some were in country districts. But all these private agencies failed to keep pace with the phenomenal growth of the towns of the manufacturing districts. In these towns hundreds of children were running about the streets utterly neglected. The New School Boards soon changed all this for the better. With the rates behind their back, and armed with powers to compel every child to go to school, large well-built, well-equipped buildings rose almost all over the country. As a rule School Boards did not come into existence in rural districts, and in many towns Church influence was strong enough to keep out the School Boards in favour of Church or other privately conducted elementary schools. Still to the thoughtful it was only a question of time when the whole educational system of the country would come under public management. In 1876 elementary education was made compulsory, the school-age being reckon-

ed from five to fourteen. Mr. Forster's Act was extended by Mundella's Act in 1880 and by Mr. Hart Dyke's Act in 1891 which practically abolished fees, except in a few high class schools. The two millions thus lost to the schools were made up by the State. In 1896 elementary education was made free by a Conservative Government and largely increased grants were paid to compensate for the lost fees. We now come to the controversies of the present day, and we hope so to present both sides of the question that our readers will not be able to learn what our own private views may be.

Mr. Balfour's great Education Act, passed in 1902 was undoubtedly a great step in advance. School Boards after a useful and honoured existence of nearly thirty years were done away with. Elementary, Secondary and Technical education were placed under the control of the County or Town Council. The co-ordinating of these varieties of education was highly desirable. Secondary education had hitherto been utterly neglected. Anybody could open a private school, and curious tales could be told of the kind of people that conducted private schools. Even the Bill of 1902 did not go far enough in restricting private enterprise in Secondary Education, but it at least encouraged private agencies to submit to recognition and inspection by the County Council in return for grants of money. Many of the better Secondary Schools have in fact been taken over by the County Councils. But the great Act of 1902 had in the opinion of many a fatal flaw which caused its many merits to be overlooked. The Church, Roman Catholic, Wesleyan and other schools had found it hard to keep up with Board Schools. The sums contributed by way of subscriptions had fallen considerably, for where there were

School Boards ratepayers naturally said, "we pay rates, which are spent on Board Schools, why should we in addition pay to keep up your schools?" Further the School Boards, having the rates at their back, could always meet the demands of Government for better accommodation and equipment. The other schools were often hard put to it to meet those demands, and on the whole were falling behind. Mr. Balfour's Act put these schools, termed in the Act 'non-provided schools,' on the rates. They were not to cost the private managers anything. Of course they might be and were often called on to make costly structural improvements in order to bring them up to standard, and in fact inability to meet such demands caused many schools to be transferred to public management. But the working cost of the school was to be met entirely by grants from the Treasury and the rates. Unfortunately this dependence on the public purse was not accompanied by control. The non-provided schools were to be conducted by committees, but Mr. Balfour did not see his way to require a majority of the places on a committee to be filled by election. Two out of six were to be elected. The rest were nominated. The argument for the course taken was that the Church of England had spent something like £50,000,000 in the erection of such schools in order that definite religious doctrine might be taught, and that the object sought could only be secured by giving the Church a majority in the managing committee.

But the sting was here. It is said that there were 16,000 parishes in England where the only elementary school was that provided by the Church. By the Act of 1902 the Headmaster or Headmistress was to be appointed by the Committee and would naturally be a

nor is this surprising seeing that the majority belong to the humbler and uneducated classes.

With some diffidence we suggest that regular courses of lectures might be given at the Museum. We are not ignorant that Madras is overdone with lectures of a sort, but the lectures we have in mind would be different from ordinary lectures, and the experiment might well be tried. It is said that the best way to pack a building is to persuade people of the impossibility of getting in. If admission to the suggested lectures were by ticket, and if a few people would make it their business to place the tickets in the proper hands, such lectures might well be a success. For instance, a lecture on Earthquakes and Volcanoes would probably interest many just now. Senior students would be the persons whom the lecturer would chiefly have in view, and a little gentle pressure on the part of College authorities would probably be effective in causing a good attendance. We also think that parties of students might well be personally conducted over the Museum. Probably this is done occasionally now, and we have no reason to suppose that the Museum authorities are ever reluctant to place their knowledge at the service of such parties. Still such visits might be encouraged and placed on a regular footing by some explicit statement on the part of the authorities. Of course regulations would have to be devised to prevent an undue portion of the time of the officials being devoted to this purpose, and in all probability the Museum staff would have to be increased, but there can be no doubt that the educational value of the Museum would be enormously enhanced.

Another educational auxiliary badly needed in Madras is a Picture Gallery. Apparently there is a Picture Gallery in Calcutta and in

last year's Budget the sum of Rs. 20,000 was allotted to it. Why should we not have one in Madras? The cultivation of the æsthetic taste is entirely neglected. We have of course the Annual Fine Arts Exhibition, where a little good work and a great deal of very poor work is shown. One has only to observe the very wooden style of portrait-painting conspicuous in many of the exhibits to feel that what is wanted is examples of really artistic portraiture. Further, the Fine Arts Exhibition extends over only a few days, and a charge is made for admission. We want a permanent Gallery open without fee throughout the year, except on certain days when for certain hours it might be open to Art Students only. Such a Gallery need not be a very expensive matter. No doubt a specially arranged building would have to be erected. There is plenty of space in the Museum compound. A sum might be devoted every year to the purchase of pictures. We are not advocating the purchase of a Murrillo or a Rembrandt. There are plenty of skilled painters who would part with really good pictures for a comparatively small sum, and by purchasing such a good Gallery would in the course of time come into existence. This climate is of course a difficulty, but the difficulty is not insuperable. The Gallery would be as popular with the general public as the Museum is now, and it would further the cause of Art Education. At present the only pictures that minister to the creation of an artistic sense are those in the illustrated papers and more or less hideous oleographs. One has only to frequent sales held at private houses to observe the hideous things that are apparently cherished by people who ought to know better. At first the majority of the pictures would have to come from Europe,

with this advantage that European scenery and habits of life would be presented to the people of India in a novel and striking form. The very best, but only the very best, of pictures exhibited locally might be purchased. We believe this is being already done on a small scale. Ultimately with the standard of local skill rising steadily a large proportion of the pictures bought would be the work of Indian Artists.

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THE FATE OF INDIAN LANGUAGES UNDER THE REVISED UNIVERSITY CURRICULUM.

IT is admitted on all hands that Universities have encouraged the critical study of languages both living and dead. Ancient Latin and ancient Greek would long ago have been consigned to the limbo of oblivion but for the zealous and sustained support they have received at the hands of the University authorities of Europe. At present opinion seems to be divided in regard to their utility, but there is a preponderance of opinion in favour of their retention. It is said the study of the classical languages has an educative value of a high order and modern languages and literature can be correctly interpreted only by a close acquaintance with the classical languages. There does not seem to be any immediate prospect of the abolition of those languages as a compulsory subject in some of the more ancient Universities of Europe. Even dead languages die hard.

When we turn to living languages, we see that no less importance is attached to them than to the dead ones. The close contact maintained among the various countries of Europe from a political as well as from a commercial point of view necessitates the study of each other's languages. Isolation is unknown on the continent of Europe and the allied nature of many of the languages seems to facilitate their study. The Teutonic tongues are easily mastered. The number of English, Scotch and Irishmen who know German is annually increasing. The cordial relations that have now been established between the English and the French nation must have given a very great impetus to the study of that language by a larger number of men and women than heretofore. German philosophy

ing rates and grants becomes a provided school and consequently it will have the same kind of religious instruction as is now given in the provided schools of the country, subject, of course, to the famous condition (Cowper Temple clause) that no religious formulæ distinctive of any particular religious denomination shall be taught, and subject, also to the conscience clause. This will be the rule generally throughout the land; and on what is it based? It is based, I do honestly believe, on the happy experience of thirty-six years, during which millions and millions of English children have received their whole education without question and without demur on the part of the parents. On that experience we are content to build. It is often said that this School Board religion, as it is contemptuously described, is a Nonconformist invention. I have even known those who ought to know better, ecclesiastics of eminence, speak of it as a Nonconformist religion. As a Nonconformist born and bred, as a man nurtured in Nonconformist history and tradition, one who may almost be described as having been born in the Nonconformist library of a Nonconformist minister, I protest against such statements. They are absolutely without truth. If you want to find out for yourselves the nature of the religious instruction given in provided schools by practically all our Education authorities, you must seek for it in the various syllabuses issued by them. I have had the pleasure of reading them. It has been the only part of my duty during the past three months which has done me any spiritual good. I will give but one example. I take it from Hampshire. I received some time ago the following letter from Sir William Portal: "As Vice-Chairman of the Hampshire County Council I venture to lay before you the course adopted by us in

dealing with the religious question in our provided or Council schools. In 1904 a carefully selected special committee was appointed for the purpose of recommending to the Education Committee a religious syllabus for our Council schools. It consisted of seven persons—namely, a member of the County Council as Chairman, two clergymen of the Church of England, two Nonconformists, a Roman Catholic priest, and a lady who took much interest in the subject. In the opinion of many the prospect of agreement in such a Committee was small. The Committee was, however, unanimous in approving and recommending (1) regulations as to religious instruction in the Council schools; (2) a form of prayer to be used both morning and evening; (3) hymns for daily use. These recommendations were submitted to our Education Committee consisting of fifty persons, the large majority of whom were members of the Church of England, and the recommendations were unanimously approved by them before final submission to the County Council. The Council were equally unanimous in their approval, and the syllabus was forthwith adopted for use in the Council schools of Hampshire." Sir William Portal adds: "You may be pleased to learn how harmoniously and unanimously the question of religious teaching, so far as Council schools are concerned, has been dealt with in Hampshire." What is true of Hampshire is true of all the syllabuses under all the Education authorities. They are not the work of Nonconformists; they are the work of good and pious men of every creed, who have done their best, and, what is more, done it successfully, as we have not been able to do in this House."

We have quoted Mr. Birrell at considerable length on this point for several reasons. First, because we have here the justification

for the revolutionary nature of the proposed legislation; secondly because here we have an answer to Lord Hugh Cecil and those who think like him. Such men declaim against 'simple' religious instruction. They deny the value of any religious teaching unless conjoined to 'definite,' i.e., the sectarian teaching. The best answer to their contention is, 'come and see the plan in actual operation in Hampshire and a thousand other places.' Thirdly, we write this article not merely to inform our Indian readers of what is being done with regard to Education in England and Wales, but to discuss principles and point out difficulties that come very close to us in India. In the abstract would not simple religious instruction be a great boon to Indian children? But would not one party or another at once clamour for "definite," i.e., sectarian religious teaching? Would not an attempt at once be made to damn a non-contentious syllabus by calling it Hindu or Muhammadan or Christian, as the case might be?

Mr. Birrell went on to point out that the alternative was "to exclude religion altogether, to banish the opening prayer, to silence the familiar hymn, to exclude the Bible, save as to elegant extracts." He said that this arrangement might be logical but would not be popular. Mr. Birrell went on to explain how he would find accommodation for school children, for if non-provided schools cease to be recognized and aided, the school places thus lost will have to be made good. Mr. Birrell hopes to entice managers of the present non-provided schools to transfer the occupancy or user of such schools to the local Education authorities, who shall assume the responsibility of maintaining the entire fabric. Thus these authorities will get the use

of a school building five days in the week and the managers, who will be entirely relieved from the burden of maintaining the building, will be able to use it for religious purposes in the evenings and on Saturdays and Sundays. The weak point of this plan is that while Mr. Birrell estimates that it will mean a gift of £260,000 a year to the managers of non-provided schools, the money question is the least part of the difficulty. The managers are not running the schools as a money speculation, but have spent large sums for the sole object of providing for definite religious instruction. To such men the prospect of relief from financial burdens will hardly appeal. Deep principles are at stake. They may not care to transfer their schools at all. Then where will Mr. Birrell's fire plan be? True the recalcitrant managers may have to shut up their schools for want of scholars or because of the crushing expense of running unrecognized and unaided schools, but Mr. Birrell or his successor will have to thrust his hand pretty deep in John Bull's pocket to build new schools to take the place of the non-provided schools whose managers refuse to transfer.

So Mr. Birrell offers 'facilities' for special definite denominational teaching. In any schools which may come to terms with the local Education authorities and agree to a transfer to the latter on condition of 'facilities' being afforded, then the local authorities shall afford those facilities by enabling children whose parents wish them to receive religious instruction to receive it on not more than two mornings a week, and no part of the expenditure of giving religious instruction of that special character under this section shall be paid by the local Education authorities. Mr. Birrell went on to point out that while hitherto children taking the benefit of the conscience

clause came to school with the others, but sat in a separate room, studying secular subjects while the rest were given religious teaching, they will under the new Bill be under no obligation to attend at the school house except at the time allotted exclusively to secular instruction. Mr. Birrell added that this teaching would not be given by the ordinary staff. This is the most unsatisfactory part of the Bill. Why should not the teachers be allowed to volunteer for such teaching? Mr. Birrell says that they will be busy giving the simple religious teaching. This need not, however, require the participation of the whole staff. The teachers, if willing to teach, are just the ones best fitted to teach religion. The outsiders who are to come in to teach religion may be poor teachers and unable to maintain order. The point is too important to be dealt with now—our article is already too long—and must be reserved till next month. Mr. Birrell plainly declared that no contracting out of public control would be allowed. The local authority would not be allowed to take over a school on unauthorized terms. It must be the whole Bill or nothing. Since, under the Bill, all religious tests are in the case of teachers to be done away with, the refusal to allow teachers to teach dogmatic religion may be logical but it is certainly ungraceful. We expect to see this part of the Bill modified. Another weak point is that though no tests of religious belief are to be applied to the teachers, they are still to give the simple undenominational religious teaching, as provided for example in the Hampshire syllabus. Thus it may come about that an infidel might be found giving such teaching to the scandal of the devout. In practice however this difficulty is not serious or common and can easily be got over. Mr. Birrell summarized the giving of the Bill thus:—They would be given (1) in lay before.

transferring non-provided schools only; (2) when stipulated for by the owners as part of their bargains with the local educational authority; (3) when demanded by the parents of children actually attending; (4) they will be given at the expense of the denomination demanding them; (5) not during the hours of compulsory attendance, nor by the teachers of the ordinary staff. On this last point Mr. Birrell argued as follows: "First of all the ordinary staff will be engaged in giving the ordinary religious instruction in the school, and then, secondly, I have been much struck with the letters that I have been receiving from the parents of children who demand that their children shall have the opportunity of being taught the Catechism, including, no doubt, the explanation of the Prayer-book, by teachers who believe in it. It is no easy matter to secure a common faith. . . . None the less, the common-sense of mankind, I feel convinced, craves that definite and precise religious teaching ought to be given to the children by those who believe in it, and consequently I wish to put in a saving clause."

"I think, therefore, that inasmuch as the teachers are to be appointed by the local authorities and without the imposition of any religious test it is desirable that those who wish their children to receive this particular denominational teaching should not only give it at their own expense, but through teachers of their own choice. . . . I ought, perhaps, to mention reasons why we do not propose that these opportunities or extra facilities should be given in the provided schools. In the first place, as all teaching of a religious character is optional with the local Education authorities at the present moment, though they almost all avail themselves of the oppor-

tunity of giving it, still, as it is optional, it would not have been possible to have made these facilities compulsory. Secondly, it would have brought us into conflict with the local authorities, and I have already had grievous experience of that. Thirdly, these local authorities, being masters in their own house, do what they like with their own premises, and have in some places, with varying results of success, allowed denominational user of their premises outside school hours. Fourthly, every kind of facility would have to be given in Board schools (Mr. Birrell meant provided schools. Board schools no longer exist.—*Editor*), whereas in the non-provided schools it would be found possible to confine it, as is proposed, to the kind of denominational teaching stipulated for by the owners of the schools. There will, therefore be only one kind, and in the Board schools there would have to be all kinds, and any such facilities, if granted on paper, would be illusory in practice. Lastly, these facilities would destroy the discipline of the school and would, therefore, incur the powerful opposition of the man who is entitled to be the captain on his own quarter deck—the head-teacher."

Having thus explained the main provisions of his Bill, Mr. Birrell proceeded to consider whether a degree of elasticity might be provided in the clauses we have already detailed. He found that something might be attempted, and read the following clause: "The local Education authority may give extended facilities for religious instruction of some special character in any transferred voluntary school in any urban area by permitting the religious instruction given in the school to be instruction of that special character notwithstanding anything contained in previous Acts, if an application is made to them for those extended facilities, and if

they are satisfied after holding a public local enquiry with reference to the application that the parents of at least four-fifths of the children attending the school desire those facilities, and that there is accommodation in the schools not affected by the permission given in this section for the children attending the school whose parents do not desire these facilities. Where extended facilities are so given, the local Education authority may also, if they think fit, permit the teachers employed in the school to give the instruction desired, but not at the expense of the authority."

This clause is manifestly an attempt to conciliate the managers of Church of England, Roman Catholic and other religious schools. Our readers will observe that its operation is limited to urban areas, where there are other schools for those children whose parents object to the facilities provided by this clause. The clause does not operate in villages; where there is only one school and that maintained by managers in the interest of a particular religious body. Further the facilities can only be granted after public enquiry and in the event of four-fifths of the parents desiring them. If these extended facilities are granted we have the welcome concession that members of the staff may be employed to give the religious teaching wished for. Mr. Birrell announced the appointment of a commission of three men to deal with the non-provided schools that should decline the proposals of the local authorities. Some of these schools would be privately owned and some would be held on trusts that admitted of the schools being put to uses other than educational. With these two classes of schools nothing could be done. "Their owners are free agents; they can, if they choose, refuse to allow the Education authority the use of their

nor is this surprising seeing that the majority belong to the humbler and uneducated classes.

With some diffidence we suggest that regular courses of lectures might be given at the Museum. We are not ignorant that Madras is overdone with lectures of a sort, but the lectures we have in mind would be different from ordinary lectures, and the experiment might well be tried. It is said that the best way to pack a building is to persuade people of the impossibility of getting in. If admission to the suggested lectures were by ticket, and if a few people would make it their business to place the tickets in the proper hands, such lectures might well be a success. For instance, a lecture on Earthquakes and Volcanoes would probably interest many just now. Senior students would be the persons whom the lecturer would chiefly have in view, and a little gentle pressure on the part of College authorities would probably be effective in causing a good attendance. We also think that parties of students might well be personally conducted over the Museum. Probably this is done occasionally now, and we have no reason to suppose that the Museum authorities are ever reluctant to place their knowledge at the service of such parties. Still such visits might be encouraged and placed on a regular footing by some explicit statement on the part of the authorities. Of course regulations would have to be devised to prevent an undue portion of the time of the officials being devoted to this purpose, and in all probability the Museum staff would have to be increased, but there can be no doubt that the educational value of the Museum would be enormously enhanced.

Another educational auxiliary badly needed in Madras is a Picture Gallery. Apparently there is a Picture Gallery in Calcutta and in

last year's Budget the sum of Rs. 20,000 was allotted to it. Why should we not have one in Madras? The cultivation of the æsthetic taste is entirely neglected. We have of course the Annual Fine Arts Exhibition, where a little good work and a great deal of very poor work is shown. One has only to observe the very wooden style of portrait-painting conspicuous in many of the exhibits to feel that what is wanted is examples of really artistic portraiture. Further, the Fine Arts Exhibition extends over only a few days, and a charge is made for admission. We want a permanent Gallery open without fee throughout the year, except on certain days when for certain hours it might be open to Art Students only. Such a Gallery need not be a very expensive matter. No doubt a specially arranged building would have to be erected. There is plenty of space in the Museum compound. A sum might be devoted every year to the purchase of pictures. We are not advocating the purchase of a Murillo or a Rembrandt. There are plenty of skilled painters who would part with really good pictures for a comparatively small sum, and by purchasing such a good Gallery would in the course of time come into existence. This climate is of course a difficulty, but the difficulty is not insuperable. The Gallery would be as popular with the general public as the Museum is now, and it would further the cause of Art Education. At present the only pictures that minister to the creation of an artistic sense are those in the illustrated papers and more or less hideous oleographs. One has only to frequent sales held at private houses to observe the hideous things that are apparently cherished by people who ought to know better. At first the majority of the pictures would have to come from Europe,

with this advantage that European scenery and habits of life would be presented to the people of India in a novel and striking form. The very best, but only the very best, of pictures exhibited locally might be purchased. We believe this is being already done on a small scale. Ultimately with the standard of local skill rising steadily a large proportion of the pictures bought would be the work of Indian Artists.

The last educational auxiliary that we shall notice in the present article is the Magic Lantern. Government might well require all important institutions to possess one, and might itself keep a large stock of slides to be sent out on loan. It would not take long to instruct teachers under training in the use of the Magic Lantern. It may be too much to ask that teachers of all grades should be so instructed. The Primary classes for instance, are just the classes that would derive most benefit from Magic Lantern illustrations of their lessons, yet Primary teachers are so numerous, and the resources of Primary Schools usually so limited that to insist on the use of the Lantern in Primary Schools might be impossible. Yet its use might be encouraged in these schools. In High Schools there ought to be little difficulty. The now generally despised and disliked subjects of Geography and History would come to have a new interest with very beneficial results. We hope that the Department will consider our suggestion, which, if carried out, will tend to displace the book from the bad eminence it now enjoys, both in the mind of the teacher and of the pupil.

THE FATE OF INDIAN LANGUAGES UNDER THE REVISED UNIVERSITY CURRICULUM.

IT is admitted on all hands that Universities have encouraged the critical study of languages both living and dead. Ancient Latin and ancient Greek would long ago have been consigned to the limbo of oblivion but for the zealous and sustained support they have received at the hands of the University authorities of Europe. At present opinion seems to be divided in regard to their utility, but there is a preponderance of opinion in favour of their retention. It is said the study of the classical languages has an educative value of a high order and modern languages and literature can be correctly interpreted only by a close acquaintance with the classical languages. There does not seem to be any immediate prospect of the abolition of those languages as a compulsory subject in some of the more ancient Universities of Europe. Even dead languages die hard.

When we turn to living languages, we see that no less importance is attached to them than to the dead ones. The close contact maintained among the various countries of Europe from a political as well as from a commercial point of view necessitates the study of each other's languages. Isolation is unknown on the continent of Europe and the allied nature of many of the languages seems to facilitate their study. The Teutonic tongues are easily mastered. The number of English, Scotch and Irishmen who know German is annually increasing. The cordial relations that have now been established between the English and the French nation must have given a very great impetus to the study of that language by a larger number of men and women than heretofore. German philosophy

ren of the Samurai class learned how to fight and how to die in the name of their Lord and Prince. When the speaker was educated in one of the old schools, he had to learn how to fence, how to wrestle, how to ride and shoot, and also how to commit suicide (laughter). It was the spirit of the Samurai class that if any one brought upon himself or his family or upon his own Prince any sort of disgrace or dishonour, it was far better for that man to kill himself rather than to be killed by somebody else. So every child of the Samurai caste was taught how to commit suicide, and the speaker himself had thus been taught though, needless to say, he had not put it into practice. Other branches of knowledge such as Geography, History and Arithmetic were almost entirely unknown. The children of the Samurai caste were not taught how to count money or to make money. From these facts they could imagine what was the type of Education that was imparted in the olden time.

When the new system of Education was inaugurated in 1875, the first thing that Government had to do was to educate the masses, and in the development of the new system all sorts of mistakes and blunders were made. For instance the great mistake was made of translating Longman's Reader into Japanese and making it the text-book in all Primary Schools. This was, however, rectified, and now regular Japanese Readers written by a Committee appointed by the Government were used in all Primary Schools. There was only one language spoken all over Japan and, therefore, it was easy to adopt one kind of text-book all over the country. At present there were about six million children attending Primary Schools, which meant 98 per cent. of children of the school-going age. More than 90 per cent. of the girls of the school-going age were also attending Primary Schools. In the Primary Schools, Elementary Science, Japanese History, Geography, penmanship, gymnastics and singing were taught. In most Primary Schools both boys and girls were taught in the

same class room. In some cases, in the higher departments of the Primary Schools, girls had their own classes and boys had their own separately. Primary Education was compulsory in Japan. After going through the Primary School boys went up to what was called the Middle School, after a course of six years' study in the Primary Schools, while girls went up to what was known as the High School for girls. In the Middle School the term extended to five years. In these five years, students were required to learn, besides those subjects which had already been taught them in the Primary Schools, the history of the world, the history of the West and the East, Higher Mathematics, Geography, Astronomy, Chemistry, Physics, Botany, Zoology. Great importance was paid to the physical culture of the Middle School student. The Military system of physical culture was universally adopted in all Middle Schools. All the boys wore a uniform with a cap which bore a distinctive badge. By means of this badge and the buttons on the coat, one could easily distinguish a boy as belonging to any particular school. In this course of Military Education they were taught how to march, how to handle guns, how to shoot, and if necessary how to fight. Fighting was not, however, the primary object of the Military Education; but the main object was physical culture. They all knew that the Japanese were the smallest people in the world. When the speaker attended the Chicago World's Fair a few years ago and there was a Congress of Nationalities at which all the nations of the world were present, he thought he might be able to find some nation represented smaller and shorter than the Japanese. After a close examination of the physiques of all the people, he found only one class who were smaller than the Japanese and that was the Esquimaux (laughter). The height of a man had, after all, very little to do with his strength. The Japanese were not anxious to become tall big men, but they were only anxious to make themselves strong men (cheers).

Then with regard to Moral Education, text-books were prescribed in certain schools while in others lectures were delivered. The main point in the Moral Education was to cultivate a sense of duty—duty to themselves, duty to their families, duty to Society and above all duty to the Emperor and his country (cheers). In the High Schools for girls some different subjects were taught from those taught in the Middle Schools for boys. They were taught History, Literature, Mathematics and Geography and so on. Besides, the girls were required to learn to sing, to sew and to make tea. Japanese, girls were obliged to learn to make tea, as ceremonial tea-making was one of the great institutions they had in Japan. When guests were invited in Japanese families, very often ceremonial tea was provided, and in that case the lady who made the tea had to observe all sorts of etiquette. It usually took about half an hour to make tea on such occasions. And the people who were served with ceremonial tea had also certain etiquette to observe. It was just as difficult to take tea as to make tea in Japan (laughter). Then in the matter of floral decorations for the table, this was also specially taught to the girls in Japan. All forms of politeness are also taught in these schools. They were taught how to bow which was the only method of salutation. The Japanese never shook hands nor did they kiss by way of salutation. They looked upon kissing as a dreadful thing. A system of physical culture was also prescribed for girls' schools. In the boys' schools fencing, jiu-jitsu, and shooting were taught and sports such as tennis, rowing, base-ball and football were indulged in. The Japanese had not yet taken to cricket, but would, no doubt, soon take to it. Many of the girls went in for higher branches of education and attended Higher Normal Schools where they were trained as Teachers. It had been found by experience in Japan that women were far better than men as teachers in Primary Schools; for women could influence the minds of children

far better than men could. The speaker then referred to the Graduates' course of study. In Japan graduates were much more anxious to take some private work than to join the Government Service. They were willing to pay taxes and to support the Government, but were not always willing to be supported by Government. There were two Imperial Universities, and five private Universities in Japan. Government had nothing to do with the private Universities, where students were educated in the higher branches of knowledge. Private Universities, Colleges and Schools in Japan did not ask Government for money grants, but for certain privileges in regard to enlistment and conscription, etc. Great attention was also paid to Technical Education.

OUR ENGLISH LETTER.

CAMBRIDGE, April 1906.

Writing as I do on the first of April, I shall not be expected to send much that is serious in the forthcoming letter. It is indeed as well that no high expectations have been formed, for—apart from the endless drafting and re-drafting of the Education Bill, and the endless irresponsible suggestions as to the shape it should take—there has been very little of interest happening in the educational world during the past month.

If in the multitude of counsellors there is wisdom, then unquestionably Mr. Birrell must by now be very wise; for no Education minister, not even Mr. Forster in 1870, ever received so much unsolicited advice. He has been lectured by Dr. Clifford on behalf of the Non-conformists, and by Archbishop Bourne on behalf of the Catholics; while Anglicans have been collecting opinions from parents as to the right of the father to have his children brought up in the religion he chooses. Apart from all three stands the great and growing body of those who desire an absolutely secular system of teaching; and there can be no doubt that this body represents a large consensus of opinion among the teachers themselves.

been left to draw up a syllabus comprising the leading events in English and Indian History to be presented to, and approved by H. M.'s Inspector at his visit, I think this subject would have been much better handled than in the way suggested.

The Object Lesson Course strikes me as one of the best in the Code, leaving as it does scope for development by the teacher according to the local conditions of the school. With such freedom, graduated courses that can be well-illustrated should be possible for each school.

As far as the optional subjects are concerned one can only wonder that Drawing is found under this heading, instead of being a compulsory subject. The other schemes are merely sections of well-known books to be got through, and the foregoing criticism applies to them without further comment.

Notwithstanding the above remarks, we welcome the separate code for European Schools as an earnest of good things to come, and a reminder of Lord Curzon's vigorous rule and desire to benefit the European children of this Great Empire.

W. M. THEOBALD.

THE TEACHING OF HISTORY IN OUR HIGH SCHOOLS.

THE "Practical Teacher," a monthly journal devoted to educational matters in England and other European countries, gives excellent advice as to the best method of teaching History. It had of course British schools in its mind. What is in all respects best suited to England does not always suit this country. We will therefore give a few hints on the teaching of History in Indian schools.

The spirit of patriotism, a historical instinct inherent in the people and an honest pride in

the achievements of their compatriots render the study of History in England both easy and interesting. In this country, on the other hand, romances and fairy tales closely interwoven with the religion of the people took the place of history proper, and the contempt shown towards mankind and their affairs has made true history a rather rare article. The deciphering of inscriptions in temples and pillars by the scholars of the West has here and there thrown some light on local history. The Indian mind does not appear to possess any special aptitude for history. Our thanks are due to the British Government for the introduction of history as a school subject. The Madras University, by recognizing history as an optional subject for the Degree Examinations, has conferred a lasting benefit on the community as a whole.

In the Intermediate and Degree Examinations, the teaching of history is rendered easy by the ability of most of the students to follow the lecturer. The real difficulty in imparting lessons on history lies only in the Secondary Schools, where neither text-books nor teachers are what they ought to be.

Indian History, unlike English History, presents no continuity. The periods are broken and the three usual divisions of Hindu, Mahammadan and British periods have little in common. From the beginning to the middle of the 19th century, Indian History consists of a series of internecine quarrels, massacres, invasions and plunderings. The people are nothing and the sovereigns are everything, and, unfortunately for the country, there were few sovereigns whose names deserved to be handed down to posterity as models for imitation. It is no use telling youngsters at school that when Vikramaditya was king, the cow and the tiger drank water from the same

trough, and that the cat and the parrot inhabited the same cage. Hyperbolic language in books written for youngsters has a demoralizing effect on their imagination and practically gives them a training in falsehood. Mere dry bones of facts without anything to interest children are likewise to be condemned. A text-book which is true and which will not repel the young reader, has yet to be written on Indian History. As yet, few people engaged in education realize the difficulties of a teacher of history in the Secondary Department of High Schools.

The foremost difficulty is in making the youngsters understand what is contained in the text-book. The language in which students are expected to answer is English. History has to be taught like the English Text to enable Indian boys to make out what they read. History means a translation lesson, and very little of a real history lesson is given during the history hour. The limited vocabulary of the students does not enable them to answer questions in English correctly. The more industrious among them have recourse to cramming and it is by accident that correct answers are now and then given. The hollowness of the students' knowledge of history can be exposed by simply asking them to give the meaning of what they recite parrot-like. Some teachers in the Lower Secondary classes are satisfied with the memory work of their students, with the result that all that they get by heart is forgotten immediately after the examination for which they are preparing. There has been no assimilation at all. The pupils are presumed to have brought up the outlines of the History of India in the Lower Secondary Department. A somewhat bigger book is placed in their hands when they are promoted to the IVth Form. Woe to the

teacher who thinks that he can leave the students to read for themselves any portion! A regular translation of every sentence and word is necessary, and thus the history lesson is a nuisance to the teacher as well as to the taught. Some teachers dispense with text-books altogether. They have their own manuscript notes, which the monitor of the class dictates to his comrades while the teacher is enjoying his well-earned rest. Note-dictating and translation are both to be condemned in a history lesson. Notes ought to supplement and not supplant the text-book.

Again, it is usual with many teachers to give analyses of every period and compel the boys to take down what is dictated. No objection can be taken to a model analysis of a single lesson. It is necessary; but every subsequent lesson should be analysed by the students themselves. By this means the youngsters will learn to separate the chaff from the grain, a training that cannot be given too soon. Text-books, cramming, note-giving and analysis by the teacher himself make a history lesson a farce at present. The evil however is not irremediable.

Any one who undertakes to write a text-book on history, should first know the extent of the vocabulary of the students for whom he writes. English is begun only in the IIIrd Standard and the number of words learnt in the Primary Department cannot exceed three hundred at the most. In the Lower Secondary classes non-language subjects are taught through the medium of the English language. The History and Geography books are a great stumbling block to the students, who are forced to commit to memory many (to them) meaningless words. The same thing continues in the higher classes to the detriment of education. It is the most

elementary principle of education that a boy should not be made to learn a word by heart without knowing its signification. Both books and teachers have to divide the blame among themselves.

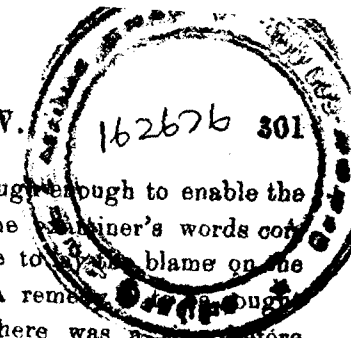
It is necessary therefore to have the right sort of books. Printing and illustrations please the fancy of authorities more than the matter, and in this way unsuitable books are recognized and forced into use. In books specially written for English children, attention is drawn to the new words used in each chapter by their being grouped together, and in some books simple explanations of such words also are to be found. English children can in this system dispense with the aid of teachers in bringing up their history-lesson. We do not find the like done for Indian students. Books written for youngsters on History and Geography should be on the concentric system both in regard to matter and vocabulary. The same compiler should be employed for the series. The English lesson and the History lesson will combine together to give Indian boys a large command of words with which their thinking powers can be greatly stimulated. So much for books. Turning to teachers, we find very few in the Lower Secondary classes cultivate a habit of reading. They are a self-sufficient and contented class. They are perfect strangers (with honorable exceptions) to books other than the prescribed text-books. They go on hammering into the heads of the young the matter of the text-books without ever enlivening a lesson by anecdotes or circumstances closely connected with the subject on hand and likely to interest the pupils. The History lesson is thus made a regular plague to the students. Something therefore must be done to stir up the teachers to a sense of their duty in the matter.

The teacher himself is expected to be well up in the text-book. Instead of asking the boys to prepare the next day's lesson, the teacher should orally give the lesson in the form of a story, using as many words of the text as possible and drawing the attention of the boys to the more difficult words by writing them on the blackboard. When the boys go home and read their lesson for the morrow, the meaning of the text will be clear to most, and they will unconsciously use the same words in the class. In the Lower Secondary Department catechising may be resorted to, and short, correct answers accepted, the sentence form being invariably insisted on. In written examinations, the questions should be so framed as not to demand of the examinees more than three or four sentences in the Lower Secondary stage. The teacher will have to speak in the language of the pupils themselves in framing the questions, and then he will see how easy his work becomes. All our knowledge of English is derived from books—dead things in a sense—and as such the imitation of the style in the text-book will help the boys in forming their own style.

Turning to the Upper Secondary classes, here likewise the concentric system of text-books in history would be a considerable advantage. The excellent manuals published by Messrs. Longmans and Co. under the editorship of Mr. Tout may be safely introduced in all the classes. All that has to be done to make the books suitable to Indian students, is a more simple style—something after the fashion of Professor Freeman in his "Old English History." Catechising to elicit simple answers may be abandoned in the IVth Form and the students may be asked to give the substance of paragraphs.

JUNE 1906.]

THE EDUCATIONAL REVIEW.



In the Vth Form longer answers may be insisted on, until, when the student reaches the Vth Form, full answers involving a critical knowledge of history are made the rule.

One charge that is laid at the door of the present day Matriculate is that his knowledge of English is very poor. The reasons for this deficiency have been variously pointed out. While admitting the truth of such arguments, we should point out another source—the decadence in the teaching of history. The excessive use of the vernacular in season and out of season in the course of a history lesson, the tendency of both students and teachers to encourage the use of dictated notes and compendiums, text-books recognized by the department without a proper regard to the circumstances in which Indian students are placed, the indifference of teachers to the lessons of history, all have combined to bring about the poor knowledge of English complained of by the authorities.

Five hundred lines of verse and sixty pages of prose taught in the course of a year cannot convert Indian students into correct speakers or writers of English. History, Geography and Science lessons must be made auxiliaries in the formation of the style of students. In some schools, the history teacher does not think it his business to accustom his pupils to correct expression, and only now and then shows the history answer papers to the English teacher for information. The division of labour principle, so beneficial in its effects in industries, works positive harm in school. Some go the length of saying that it is none of their business to teach grammar to the boys. A mathematics teacher says that his students failed because they were not able to make out the meaning of a problem—meaning thereby that the teaching of English

has not been thorough enough to enable the boys to interpret the teacher's words correctly. All conspire to lay the blame on the English teacher! A remedy must be sought for this defect. There was a time before specialization began when all the subjects were handled by the same teacher. The results then were not so bad as now. Though it may be difficult to revert to the old system, something may be done to remove the reproach against the teachers of English by making them take history also. Only a partial return to the old state of things is recommended. When the University Senate has thought fit to revert to text-books and simplification of the syllabus in so many subjects, it cannot be regarded as unreasonable if so small a change in the inner working of the school is demanded.

K. VENKATA RAMA Aiyar.

THE SCHOOL ATMOSPHERE.

WE are not about to analyze the air we breathe, to discuss ventilation and school hygiene in general. We wish to dwell on the general tone or temper characterizing a school which, light and intangible as it is, has everything to do with making or mar-
ring the school as a place of education. We do not say that Geography or Arithmetic cannot be taught without a definite tone or temper pervading a school, for the imparting and imbibing of facts can go on in any atmosphere, but we assert that real education can only flourish in a certain school "atmosphere." The tone or temper pervading a school is the joint work of pupils and teachers. Each one, however unconsciously, contributes his or her quota to the total. The atmosphere may be good, bad, or indifferent. Perhaps some teachers, who read this article, have never even suspected the existence of such an

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thing, but even they unconsciously have more or less moulded the temper of those placed under their care. Yet the possession of the right atmosphere is of the highest importance to a school. As some delicate plants require, if they are to live, a certain soil, and certain climatic conditions, so the choicest fruits of education depend for their maturing on certain moral conditions in a school, in other words, on a certain atmosphere, without which education is but gerund grinding.

Are your boys conscientious in work, manly, honest, truthful, clean in language and life? Be satisfied, for your school has the right atmosphere. Are your boys shirkers, effeminate, dishonest, untruthful, unclean in language and life? Then your school atmosphere is wrong and you had better look to it. A single teacher of the wrong sort, or one thoroughly bad boy can seriously impair the tone of the school. Such should be got rid of as soon as possible. We do not pretend to have enumerated in the above questions all the important components of a school atmosphere, but we think it will be agreed that a school whose pupils are as described in the first question is to be congratulated.

How is a satisfactory school atmosphere to be generated? While everybody, pupil or teacher, contributes something, the Principal contributors are the Headmaster and his senior assistants on the one hand, and the senior boys on the other. The vital factor in a majority of cases is the personal influence of a Headmaster. The actual knowledge imparted by such men as Arnold or Thring was the least part of their work: their best work was the view of life they held and imparted, and if, as Reginald Arnold holds, conduct be four-fifths the

of life, then to teach how to live is far more important than teaching facts, and as a corollary, the character and personality of a master, especially the Headmaster, are infinitely more important to the well being of a school than a long list of scholarships and prizes won by him at the University. If this be so, then the choice of masters needs to be made on rather different principles than those which obtain in so many quarters. In Great Britain masters for the public schools are largely chosen for proficiency in games. An old Blue, if he be desirous of getting a post as master, will have no difficulty. His intellectual shortcomings, if not too serious, will be overlooked, and it is to be feared his moral shortcomings, if not too serious, may also be overlooked. A man utterly without a sense of order, method, discipline, with no belief in culture, a man who is no more than a healthy animal, is, even if well-bred and well-conducted, out of place as a teacher. Yet it is notorious that such men, if old Blues, are often appointed to posts in important public schools. There are of course good reasons why proficiency in games should have a certain value, but it can scarcely be denied that it receives to-day undue attention. The other day there appeared in the *Times* an obituary notice of an assistant-master of a public school. It was admitted that his scholarship was very moderate, and when this admission is made, one can judge what the real state of affairs was. Practically all the notice was devoted to an account of proficiency in cricket, billiards, racquets and the like. Again, we do not deny that these have their place, but the place they occupy is in a majority of cases unduly high. Judging from the 'casual' character of large numbers of the upper classes to-day, it would

not seem unreasonable to infer that order, method and system, valuing work for its own sake, are qualities on which sufficient stress is not laid in public schools, and that it is hopeless to expect these in boys, if masters openly deride them. A severe, but it is to be feared, a not unjust picture of a certain type of public school master, appeared in a Home Educational Paper the other day, and as far as we know it has never been called in question, and its truthfulness would almost seem therefore to be admitted. Such men, even if temperate and moral, have no business to be teachers, for they have not yet taught themselves the value of system, or of work, or of learning. With them, school classes are 'beastly rot,' to be got through with as little trouble as possible. A wise vigilant headmaster will succeed in persuading such to go elsewhere.

But after all the tone of a school depends chiefly upon the boys themselves. Especially is this the case when, as in India, practically every institution is a day college or day school only. When a hostel exists then its residents form a band over whom the Principal or Headmaster can hope to acquire a greater influence than he can over others, and through whom he can hope to influence the whole school. While the personal influence of the Headmaster acting on the senior boys, is the main factor in creating a school atmosphere of the right kind, British Public Schools are largely influenced by tradition, very largely by games, and to a small extent by religious teaching.

There is no doubt that games get at a side of a boy's character that the class room does not, and in this respect they have great value, as a means to an end, namely health and character-development. Unfortunately games

are now too often pursued as ends in themselves, and with a seriousness and devotion that are worthy of a higher object. Carlyle once said that Great Britain would rather give up India than Shakespeare. We are not sure that she would not to-day prefer W. G. Grace, or let us say C. B. Fry, to Shakespeare, or would not gladly exchange the latter for, say, the "All Blacks."

Where schools are residential, development of character goes on principally in the playing field and the boarding house, to a less extent in the class room and the college chapel. In day schools, the first two elements are wanting, and the personal influence of the Headmaster is proportionately less. The school atmosphere must be created, largely, if not entirely, in the class room, and logically and naturally, more attention is given to religious instruction. In the education of the very young this plays a leading part, and as we know, there is great excitement in certain circles in Great Britain just now over the kind of religious instruction to be given in Public Elementary Schools. Some deny that such teaching should be dogmatic; others say that it is of no value unless dogmatic.

Another important question is, Who shall give the religious instruction? Shall the task be assigned to the school staff, or to outsiders of supposed greater qualifications?

This is a question of no small importance. The teacher is well known to his pupils, and is, or should be, respected by them. He is likely to be a better disciplinarian than an outsider. He should be as well qualified to impart simple and moral religious teaching as any outsider, assuming of course that it is not intended to teach abstruse philosophy, and that the higher ecclesiastical position of an

outsider does not necessarily make him a better teacher of religious truth.

This is apparently not a point of first rate importance but it is the burning question in England and Wales just now. Nor is it without importance in India, and it will be of more importance in the future. There is a growing party in this country that deplores the divorce between education and religious instruction in this country. Indian parents in growing numbers want their children taught the simple truths of their religion in the day schools to which they go. This is a perfectly laudable and natural desire, which, if expressed with sufficient intensity by a large number of parents, would undoubtedly in time be granted. Then the question, who is to give the religious instruction, would be important. Even now there are some schools who are making the experiment, and to such the following letter, which appeared in the *Spectator*, some time ago, before the appearance of Mr. Birrell's Bill, should be of interest. Our readers who are interested in the question of religious teaching in Indian Schools, will have no difficulty, we hope, in replacing the English framing of the ideas by an Indian framing. The fundamental principles are the same in both. The technical terms employed were fully explained in our article on the New Education Bill last month, to which we refer our readers, but we may repeat that 'provided' schools are those maintained by the local educational authority, 'non-provided' schools are those hitherto maintained by private organizations, and are under the provisions of the Bill to become 'provided,' if the transfer can be arranged with their owners.

TO THE EDITOR OF THE "SPECTATOR."

SIR.—Atmosphere, we know, is a necessity to every form of life: physical atmosphere to physical life, moral and mental atmosphere to moral and mental life, religious

atmosphere to religious life. No form of life can healthily flourish except in its own appropriate atmosphere. The life of a school and the school-life of every child in the school is no exception to this law. The school atmosphere is the most important of all elements in the fruitage of a school.

And a school atmosphere, like all other atmospheres, is a compound element. Its chief constituent is the teacher. Other constituents are of great importance. First, there is the material character of the building, its roominess, air, and light, its equipment of forms, desks, pictures, maps, and books, its play ground and gymnasium, its library and bank; next, there is the tone given to the school by the children attending it; even a fraction of poisonous children will infect a school with an evil atmosphere, while a determined knot of high-minded, pure-hearted children will lift a school into a lofty air. Then, too, the managers of a school may, if they devote themselves to the task, impart an air of freshness, interest, even affection, into a school. Perhaps the greatest of all differences between a voluntary and a State school is the difference of atmosphere engendered by the difference in management. In provided schools, and especially in populous towns where the number of such schools is large and the difficulty of getting good managers correspondingly great, the management is often perfunctory and mechanical instead of personal and humanising; whereas in non-provided schools, particularly in country districts and small areas, the individual interest taken in the school by the managers lends kindness and warmth to the school atmosphere. Whatever may have been the faults attending the past management of country schools, it is impossible to over-estimate the value in those schools of the genial, elevating, highly prized relationships which have knit together managers, teachers, and scholars in the common bond of school life. An ungrudging meed of praise is due to both clergy and laity alike for the maintenance of these strong and tender relationships. And no better thing could be done by Mr. Birrell in his forthcoming Education Bill than to adopt every means of encouraging the personal interest of local bodies of managers in our schools for the sake of humanising the atmosphere.

Yet after all the strongest ingredient in the atmosphere of a school is the teacher. Both the purity and power of a school depend more on the teacher than on all else. Everybody knows of instances in which a great teacher has made a small school great and a weak headmaster has almost ruined a great school. The advocates of what are called "facilities" in our elementary schools seem scarcely to have realized the true bearing of these

"facilities" on the atmosphere of a school. It is not my loss to argue either for or against "facilities." They be necessary to a just and wise settlement of our intricate education problem. That is not the point I wish at present to examine; but rather their effect in creating a school atmosphere. Such "facilities" as may be granted out of school hours to persons unconnected with the teaching staff and normal work of the school will have little, if any, effect on the atmosphere of the school. They will be distinct and apart as much as the Sunday-school or place of worship. The real atmosphere of the school will be independent of them. This fact the religious advocates of secularism in schools seem to have taken little account of. A secular school cannot be ancillary, although it may possibly be antagonistic, in its whole trend and tone to outside facilities. The religious advocates of secularism are thus unintentionally throwing vast hindrances in the way of the work they hold most dear, and are going out of their way to plug the ears of children against the entrance of their instructions. Even if "facilities" are granted within school hours, still, unless the normal teaching share in the administration of these "facilities," such "facilities" will not make the atmosphere of the school. Teachers who come from outside to teach the religious lesson, and then depart when the lesson is over, carry away with them the religious atmosphere. Whatever may be said on behalf of the noble work which many clergy have wrought in undertaking the religious instruction in their parish schools, it must also be acknowledged that their work has had its drawbacks. If they have brought the religious atmosphere in with them, then, so far as it depended on their presence, they have also carried it out. No single lesson sundered from the curriculum of the school, and not given by the teachers themselves, can supply the school atmosphere. You may give religious instruction in that way, but not religious education; you may impart Scripture knowledge to individuals, but not spiritual life to the entire school. The atmosphere of a school, on which its life depends, is not a question of isolated lessons; but of the whole temper and conduct of school; and of this temper and conduct the teachers are the most powerful creators and preservers. If the teachers be not religious, it is impossible to have a religious atmosphere in the school. Whatever a religious teacher does will be done religiously. A religious teacher giving a secular lesson, or superintending a playground frolic, will breathe his atmosphere from himself. Nothing can be done secularly by the spiritual person. Even when he least intends it he is often the most religious in his influence. If, then, the teacher be the supreme constituent in the atmosphere of a

school, and therefore in the religious life and religious ideals of the scholars, it is not most meet and right that the teacher should give the religious lesson? If teachers be asked by the education authorities to give such lessons contrary to their conscience and convictions, let full and unfettered liberty be accorded for their declining so to do; and as they are persons of honour, for it would be a libel on a great profession to think otherwise of them, they will decline. But to the vast majority of teachers the religious lesson is the crown and joy of their profession. In that lesson they feel they get nearer than in all else to the hearts and lives of their pupils; in giving that lesson themselves they create an atmosphere in the school which no outside person can create, an atmosphere which all through the day and in every other lesson penetrates and gives religious character to the school. Leaving aside all questions of the denominational or undenominational character of the religious teaching, the maintenance of a religious atmosphere in the school turns on the central question whether that teaching is or is not given by the teachers themselves. If persons come from outside to give the religious lesson, or the lesson is given outside school hours, then religion becomes an "extra" additional and optional subject, instead of being the essential, all encompassing atmosphere of the school. And if it should prove that Parliament will be willing to admit non-denominational education to be given in school hours by the teachers themselves, but not denominational instruction, would it not be fitting that denominationalists should avail themselves of this privilege for the sake of the atmosphere of the school? Ever an undenominational religious atmosphere in school is surely a better thing for the young life of the nation than a secular atmosphere.

As our readers are aware the British Government have not seen their way to fall in with the suggestions contained in this letter. In spite of the warnings contained therein, they have denied the teacher in the non-provided schools that are to be taken over, the privilege of imparting religious instruction, and have provided on two days in the week "facilities" for the entrance of persons other than teachers, for the purpose of giving instruction. It is a great pity that such a decision has been come to, for the plan proposed is not very practicable, and so far the weight of argument has been against it. It is

a great pity for many reasons that the teacher is, in the case of the schools mentioned above, to be shut out from his own school, as far as religious instruction is concerned.

THE EDUCATIONAL MAGAZINES.

School.—The causerie about Public Schools by S. F. W. is continued. We are reminded of the famous "Musings without Method" in Blackwood. We will not say that there is the same fine old crusted undiluted Toryism, but S. F. W. frankly denies the value of training, and when he asks how you teach a man to swim before he enters the water, he thinks that the matter is settled. The Rev. J. B. Paton continues his article on the concordat between State and Church. He points out that a fine education is provided by State for children between the age of five and thirteen. There we stop, make little provision for continuation, and so most of the good work already done is undone. Dr. Paton wants to see Continuation Schools carrying on the good work done in the Day Schools. If these Continuation Schools are to succeed they will need all the help they can get from the Church, the word being used in its widest sense. Dr. Paton sketches out the lines on which the Church and State might co-operate. He suggests that leaders of every Sunday-School to which are attached Sunday and Week Evening Institutes, should everywhere encourage their young people to attend the State Continuation Schools on three conditions: (1) that the teaching in such schools should be made as attractive and practical as possible; (2) that Sunday School teachers should be invited to become managers of the Evening Schools, so that they may have an opportunity of visiting the schools. Thus the Sunday School youth who has joined the Continuation School, would be more likely to persevere when he sees those whom he has known in the Sunday School and Church coming to the Evening School and showing interest in its pupils

and the work done; (3) The churches should be encouraged to provide thoroughly qualified and approved teachers.

On the other hand the State might and should assist the churches in the conduct of their Evening Institutes. Other Education Authorities might well copy the London County Council by appointing a trained teacher to a class held in any Institute, provided the number in the class reaches a certain minimum. "The Education Committee exists to ensure that our young people are receiving education, and it is really of comparatively little importance where they are receiving it, if they are receiving it under healthy conditions and by effective teachers." The Local Education Authorities are to be stirred up by the Board of Education to give encouragement and aid to classes held in Church Institutes. Dr. Paton is led thus to write because there is a tendency on the part of a number of Education Authorities to centralize their efforts and confine their grants exclusively to their own schools. "They have thus repressed the enthusiasm, and hindered or abolished the service of that multitude of voluntary helpers through whom alone, in alliance with the State, this problem of the guardianship and training of our youths during their adolescent years can be solved."

Many Secondary Schools are passing under the control of Municipal Bodies. Mr. Gore-Smith discusses the position of the Headmaster of such a school. Formerly he was under a committee, which was certainly not elected by any large body of voters and which in some cases might not be unfairly characterized as a very close corporation (these are our words, not Mr. Gore-Smith's). Now he is under a committee, of which a large number, probably the majority, are elected by the rate-payers; some of the members are however co-opted. "The most noticeable features in this new educational council are the lack of permanence and independence, the prominence of the religious and political elements, and the persistence of

municipal traditions—in particular the love of patronage, which here takes the form of close supervision and sometimes the choice of assistant-masters. Of the councillors and aldermen it may be safely said, speaking broadly, that they are busy men, serving on several other committees; that neither past experience nor present opportunity enables them to give the necessary time and attention to the uninteresting and difficult work they have undertaken. Yet they will not relax their hold, even to the extent of giving a free hand in such matters as the ordering of the ordinary books, stationery and apparatus. Two results of the character of this committee should be noted: first, there will always be a tendency on the part of some members to promote unduly the interests of individuals making a claim upon them; secondly, the alliances and hostilities developed in other committees will exercise their baneful influence here. No question will ever be settled on its merits." Mr. Gore-Smith fills in the details of the picture and asks that the Board of Education, which has at present only the power to suggest, be clothed with the authority to demand. "The Board are experts, the authorities tyros who need to be guided, and, when necessary, coerced. Elizabeth Lee describes the Higher Education of women in Berlin. She puts on one side the training of women teachers, and the study of music, drawing and painting, and describes what she saw of institutions in which girls whose position did not require them to earn their living, who did not wish to become teachers, and who had no talent for the arts, could cultivate their minds. The Berlin University only admits women as guests who may attend lectures as a privilege, not as Matriculated students. The Victoria Lyceum is one of the most important institutions in Berlin for promoting the Higher Education of women. Its work is described. The most interesting part of the article is the description of a Women's Society for social work. It was founded in 1893 and its idea is "to enable well-to-do women of leisure to help their poorer

sisters in a properly organized and systematic fashion. It began in quite a simple way by forming a society of young girls to help blind persons and by delivering a course of lectures on social economics. The number of members is 727. Although no compulsion is exercised, the members are earnestly advised to attend some of the theoretical courses—lectures on Hygiene, Social Pedagogy, Kindergarten Employments, the Economic Questions of the day, the position of the working woman, etc. The practical work includes care of the poor, the blind, children, the sick, etc., in short systematized voluntary aid to all kinds of charitable institutions. An article entitled 'The Present Condition of Irish Primary Education,' but adds one more bit of testimony to the accumulating mass of evidence that Irish Education is in a bad way. "Unqualified condemnation of the entire system and its administration, is one of the very few subjects on which Irishmen of all classes and creeds are practically unanimous." The reason for the unsatisfactory state of affairs is that educational administration has been entrusted to several Boards, each not only independent of all the others, but not even amenable to public criticism or Parliamentary control. "In regard to the personnel of the National Education Board, while its members are gentlemen of great distinction and undoubted integrity, it is doubtful if any one of them was selected for his special knowledge of the system which he helps to administer. All business is transacted with close doors, while the rules and regulations are promulgated and enforced with a power as absolute as that of the Tsar of all the Russias." The consequences of this system are detailed. The series of articles on Public Schools will this month interest Wykehamists, as the school in the number under review is Winchester. Passing by an article on the warming of schools and the Teaching of Mathematics in the Canton of Zurich, we come to an article by Miss Nora Usher, Language Teacher in Hamburg, on the secret of Language Teaching. The teaching of languages

requires great versatility on the part of the teacher. "He need not be deeply or widely instructed in other subjects; it is not necessary that he should be certificated, or have passed through any severe course of training, but it is absolutely essential to his success that in addition to a thorough and complete knowledge of the language he is about to teach, he should be possessed of the power to adapt himself, not only to the temperament, but to the moods of his pupils, and to enlist as his assistants all the surroundings and events of their lives and his own, utilizing them to the advancement of his purpose. This power of adaptation no course of study, no modern methods can bestow; it must spring up in the heart of the teacher from love pure and simple—love both of the study and the student." This then is the great secret, and it is not a secret after all. There are however useful hints on the book and the lesson. In the article 'The Book and its Writer' we have a review of a book the author of which tries by a description of school life to ridicule the pictures of British school-life already drawn. The reviewer holds that the picture of school-life is not better than those already in existence. As for the hero, who goes to a public school primed for every exigency by carefully memorized passages from Tom Brown's School-days, Stalky and Co., &c., the writer holds that the author is inconsistent in portraying a boy who on occasions acts like an utter idiot, and yet can subject the books mentioned to an acute and careful analysis. J. C. Medd writes on supplementary courses at Rural Schools. "Clever boys and girls under existing circumstances remain at a standstill at most village schools, where their lessons consist mainly of a repetition of what is already familiar to them. They need something beyond the usual curriculum and distinct from the Secondary School." He asks that the supplementary courses of the Scotch Code may be incorporated into the English Code. The article, 'The House System in Day Schools,' by Mr. Stanley C. Rowland, is a discussion of methods

by which to create an *esprit de corps* in Day Schools. It is an important article and we shall take up this topic at an early date. Higher Technological Instruction in the French Universities, is an interesting account of the way in which the smaller Universities are adapting themselves to local needs. Besancon, for instance, is a great centre for watch-making. The Faculty of Science there has instituted a course of chronometry and a school for watch regulation, while at almost all Universities Agricultural Chemistry is a prominent feature, and of this Viticulture (vine-culture) and Oenology (wine-making) are two important branches. Some useful hints may be found by those entrusted with the training of the very young in an article by Miss Agnes Turner on 'Infant Schools and Children under Five.' For instance, "More floor space unencumbered by desks or galleries is necessary. Light and easily moveable chairs should be the seats provided, and light low tables on castors, so that they may be easily pushed aside and leave the floor clear for games.....Every room for young children should be provided with a mattress and two cotton covers, so that the children may obtain sleep when and as they need it. Children of the favoured classes secure this as a matter of course; but in the crowded homes of the poor, quiet intervals for sleep are not easily obtainable. Yet the nerve waste which ensues is serious, and the teachers would gladly welcome means whereby the children could get quiet and really restful naps during school hours." There is a review of a new Arithmetic Syllabus to be used in the Canton of Zurich which should interest all teachers of Arithmetic. We regret that considerations of space prevent our quoting. Altogether, this number of *School* with its numerous, short and lively articles, is a model of what an educational paper should be. All tastes are consulted.

The *Christian College Magazine* for April was accidentally overlooked last month. It contains a sermon by the late Rev. John Mackenzie, which will interest many, and will be read by

some with painful interest. It is sad to think that a voice that spoke so wisely and faithfully will not be heard again. There is a strong article on the Army Problem, and the Editor is justified in claiming it to be a valuable contribution to the discussion of the subject of the defence of the Empire. The whole article deserves very careful study. 'Great Britain has no land frontiers, and to imagine that her coast line forms her strategic frontier would be to miss altogether the significance of her insular position. On the contrary, it follows from her insular position that her true frontier is the enemy's coast line. Grasp this and the true meaning and the paramount necessity of her naval supremacy spring into their proper light.' Given naval supremacy, the question arises as to the kind of army that the Empire needs. An army of the continental pattern is 'out of the question. A comparatively small but highly efficient standing army is enough. This must be supplemented by well-organized auxiliary forces and for a great national emergency "a system of national service would be an altogether disproportionate precaution, but a system of universal serviceability is no more than prudent. It is in a large measure within our reach by the simple use of our already compulsory scheme of national education. What we have to do is to introduce into our curriculum for the boys—near the end of their schooldays especially—the elements of military education." A survey of the world leads to the conclusion that a conflict with a European power will probably only take place in Asia or Africa, and as no continental army can be transported to Africa or the East as long as our naval supremacy remains, we see why our standing army need be only of moderate size. We suppose that it is because our naval supremacy is assumed to continue that the writer in speaking of a European war limits himself to a discussion of the struggle in Asia or Africa and leaves out of account a struggle in Europe himself. He seems to admit at most the possibility

of a raid and remarks that mobilization schemes should be directed not to a land battle in front of London, but to coast defence. Mr. C. R. Narayana Rau contributes an interesting article on Frogs, and Mr. L. K. Anantha Krishna Aiyer one on the Malayars of Cochin. The usual notices and notes complete the number.

The number of the same magazine for May opens with an account of the *Confessions of St. Augustine* by Mr. W. W. Dawson. That this wonderful piece of spiritual biography maintains its interest is shown by the fact that a six-penny edition has recently been issued. Mr. Dawson gives an account of St. Augustine and a description of the Book. Mr. P. Venkataramana Saraswati writes on *Carlyle, the Man and his Message*. Having examined at length in a previous article Carlyle's solution of the problem of evil, he now passes on to consider Carlyle's teaching on the other great questions of life. The discussion is mainly based on *Sartor Resartus*, with frequent references to Indian philosophy. The Rev. A. A. Dignum contributes a lecture on Gladstone delivered at Salem. Most of our readers have learnt to admire Gladstone and will be abundantly repaid by a perusal of the lecture. The courage, humanity, untiring industry, tolerance and other marked features of Gladstone's character are dwelt on. Mr. L. K. Anantha Krishna Iyer contributes another interesting article on primitive peoples, this time on the *Eravallers* of Cochin, who in many respects, he says, show a good example to the higher castes. They are a wild tribe of inoffensive hill-men found in the forests of Cochin. Their chief occupation is agriculture, but they are expert hunters. In religion they are pure animists. Widow re-marriage is permitted. "The Eravallers are certified by their masters to be always truthful, honest, and faithful, and they never, like the Pulayas of the northern parts of the State, ungratefully run away from their masters." The usual notes of the month, literary notices, science notes, summaries of recent periodical literature and college

notes maintain the high standard of excellence that we have been taught to expect in the *Christian College Magazine*.

The School World.—The opening article discusses the Education Bill, and on the whole the criticism is favourable. Complaint is rather made of what the Bill does not contain, than of what it does. Mr. J. L. Paton, Headmaster of Manchester Grammar School, writes on the Principles of Promotion. He points out two conflicting principles, that of Each and that of All. "The principle of Each requires that every separate individual scholar shall have full scope for the ability which he possesses: it is not fair to him that he should be checked in his progress by being coupled up with scholars who are of inferior ability, and forced to move at their slower pace, instead of pushing ahead at his own faster rate of progress. The principle of All requires that there should be grades in the school, taught together in separate classes, and moving forward at a uniform rate of progress according to a fixed plan of instruction. Without this principle of classification we have not a school but a mob; not an army but a horde. The first problem of organization is to combine both these principles, both right in themselves and both essential, but leading to pernicious results, when either is pushed to the exclusion of the other."

"In the enormous schools which have grown up under the public elementary system, and may grow up under the public secondary system, we can see that each is sacrificed to all. Everything is mapped out and standardized from the year of entry to the year of leaving. The child enters at the bottom, at the regulation age, is taught the regulation curriculum in the regulation order at the regulation rate, and comes out at the regulation time the regulation product. What else can he be? The children pass through a kind of human biscuit factory, which has performed upon them certain specified processes, and turned them out, as nearly as mechanical precision

can effect it, all of one size, weight, colour and taste, and all bearing the recognized stamp, "made to order". On the other side we have in some private schools and some others the sacrifice of all to each. In the school which is always preparing for examination and endeavouring to swell the record, the clever boy is taken and specially fattened and primed with spoon feeding as though for a prize at a cattle show. What happens to the rest does not much matter: all are sacrificed to each. This is what we may call the racing-stable ideal or the advertising ideal of education." This quotation will show that Mr. Paton's article is worth reading. He endeavours to reconcile these two conflicting principles in a happy mean. A still more racy article is that by Professor H. E. Armstrong, entitled 'Is School Science worth having?' His answer is 'hardly ever,' though he believes that, far as the science teaching in schools may be from the ideal, it is in advance of most of the other work! Could pessimism go further? The whole article however is worth study and we shall take an early opportunity of reproducing it. Mr. W. H. Rouse writes on 'The Phonograph in the class-room.' Last month we reproduced an article by Professor Rippmann from the same paper on the same subject. But whereas Professor Rippmann much prefers the Gramophone, Mr. Rouse, limits his remarks to the phonograph, because it is that instrument of which he has had personal experience and because its method of recording is not a professional secret, but is well-known, and is easy, so that teachers may at a small cost make their own experiments. We are probably a long way off from the employment of a gramophone for the purpose of instruction in the English language in Indian Schools, but still the gramophone is pretty common and it may be as well to note a few of Mr. Rouse's remarks. "The subjects of the records must be chosen by those who have experience of class teaching. It is useless to take a collection of those records which are sold to the public for

their amusement." It is interesting to hear reproduced declamations in French and Italian, which show us what the human voice can do: "and for any one who has to declaim a given speech, it is most useful to hear how the same piece is declaimed on the stage, although of course he will not copy it slavishly; but in schools we generally do not want declamation, we want simple articulation and correct intonation." Mr. Rouse proceeds to show how the gramophone may be profitably used. Recently a girl studying in the Plymouth Technical School lost her life by an accident in the course of a chemical experiment. She sucked up some caustic soda solution into her mouth and died about a month afterwards in great pain. The case aroused considerable attention and some indignation. It was said that the experiment was not suitable for children of fifteen. An article on 'Accidents in Chemical Laboratories' by Mr. R. L. Taylor, Organizing Science Master, Manchester Education Committee, is therefore opportune. He in the first place states exactly how the accident occurs, and positively states that it was due to neglect to follow precisely the instructions given. Nevertheless he is inclined to think that the experiment was dangerous even if the instructions had been implicitly followed and thinks the use of the pipette, which in this case was the cause of the accident, is to be discouraged in the case of children. He proceeds to make a variety of useful suggestions, and all science teachers would do well to read the article. Mr. William Murison, of the Aberdeen Grammar School writes on 'George Buchanan as an Educationist.' A novel article is that on 'Sports without Prizes' by Mr. Arthur Pickles. He says that the annual athletic sports are in many schools the great event of the year, and that "it is unfortunate that this, the occasion which subjects the boy to more adulation than any other of the year, should be, as a rule the one occasion on which he struggles for self rather than for the school, and for personal glorification almost to the exclusion of the

finer feeling which nerves him in other school games.... Another feature peculiar to school sports is that success in them is rewarded by valuable prizes, which in schools usually take the form of silver cups—a form of prize undesirable in itself as being eminently suggestive of something quite opposed to training, and with which the athlete has no concern whatever." It is pointed out that in this way the spirit of pot-hunting is fostered. These considerations led those in authority at Manchester Grammar School to re-organise the school sports with a view to give them a corporate character and to remove the element of personal gain. How the attempt succeeded is described in the article. In an article on the Examiners' Report on the Cambridge Local Examinations we may find much food for thought. Weak points are pointed out. It is much to be desired that a similar report should be issued every year by the Madras University as regards the various examinations conducted by it. The 'Inspection of Secondary Schools,' a paper read by the Rev. A. J. Cooper before the Association of Headmasters of Endowed Schools in the Midlands, contains much that is worthy of attention by Inspectors and teachers. He pleads for freedom on the part of the Headmaster to frame within limits his own curriculum. "The Headmaster should be the *beneficent* Inspector of his colleagues, while the Government Inspector should more particularly be the Inspector of the Headmaster, who is presumed to shape the course taken by his staff. The Inspector should be the guide, philosopher and friend of the Headmaster. The Inspector must inspect and not examine: inspection and examination are two different things and must be kept apart." Mr. Cooper here has in view the examination of the school by an examiner appointed by the Governors. There are individual examiners and examining bodies such as those appointed by the Universities of London, Oxford and Cambridge, the College of Preceptors, &c. We have nothing of the sort in India and therefore the distinction between inspection and

B.A., that English should occupy not less than half the time.

5. That the Committee considers it advisable that the Matriculation examination should not occupy more than 20 hours.

[These Resolutions have only lately been circulated among the Fellows and handed to the Press. We thought it right to defer reproduction of them in the Review till this had been done—EDITOR].

FREE RESIDENCE OF PRINCIPALS AND PROFESSORS.

GOVERNMENT RESOLUTION.

SIMLA, May 22.

The following resolution has been issued:—In the Home Department letter of the 24th January 1905 the Local Governments were asked to furnish the Government of India with their views upon the general question of providing quarters for Principals and Professors of Colleges and to submit definite proposals for giving free accommodation to one or two officers at each Government Arts College together with an estimate of the approximate cost of such an arrangement. The Government of India expressed the opinion that the provision of free residence should undoubtedly carry with it the obligation on the part of the occupant to discharge certain specified duties in connection with the supervision of the students and the direction of their studies and recreations.

2. The replies received from Local Governments show that they have generally accepted the proposition that Principals and a certain number of Professors in Government Arts Colleges should be provided with free accommodation. In the course of the discussion two subsidiary questions have been raised, viz., (1) Whether the concession should be restricted to officers of Arts Colleges only and (2) Whether it should be limited to officers belonging to the superior service. The Government of India do not think that there is sufficient reason for restricting the scheme to Arts Colleges nor do they consider it desirable that any limitations should be laid down as to the status of the officer for whom free quarters should be provided. The Local Governments generally consider that it is not desirable to lay down precise directions as to the conditions on which free quarters should be tenable, but it is recognized that officers residing in quarters provided by Government may reasonably be held responsible for supervising the

students out of College hours and for seeing that the buildings and grounds are maintained in a proper manner. On this understanding the Governor-General in Council is content to leave it to the Local Governments to enforce such conditions as may be considered necessary and practicable.

3. The proposals with regard to the provision of free quarters for educational officers which the Government of India have accordingly decided to adopt may be stated as follows:—(a) When a substantial proportion of the students of a Government College are resident in hostels adjoining or near to the College building, the Local Government may without the sanction of the Government of India provide free quarters for not more than the Principal and one Professor on the condition that definite duties are assigned to the officers thus privileged in connection with the supervision and physical welfare of the students; (b) In any case in which it is considered desirable to extend the privilege to more than two officers the Local Government shall refer the matter for the consideration of the Government of India with a full explanation of the reasons for the proposed extension; (c) Allowances will not ordinarily be given in lieu of free quarters and no such allowances may be given without sanction of the Government of India; (d) Provision of residences, being directly and immediately connected with the duty of supervision, shall in no case be regarded as a right, or claimed by seniority, but the residences shall be assigned to those members of the college staff who are considered best fitted for the duty.

RELIGIOUS TEACHING IN SCHOOLS.

(A LETTER BY MR. R. RAGHUNATHA ROW TO THE "MADRAS TIMES.")

SIR,—Lord Lamington said in his address before the Bombay Educational Society that "even so practical and logical minded a people as the Germans adhere strictly to the view that you cannot have any successful education and training unless it is based upon religion. You can have no morality without religious training and you cannot have any fine type of character or conduct unless it is based upon religion itself." "I believe that its success is largely due to the fact that those who are responsible for its management realise that religion is a foundation of all success. Besides this, without religion you cannot have that most essential characteristic, self-sacrifice, that should be implanted in all

youthful minds and without self-sacrifice you cannot have true patriotism." "The Madwa Siddantha Deepika" has re-published the following circular No. 13 of 1906 of the Director of Public Instruction of the North-West Provinces and Oudh, and hopes that the Government of Madras will issue similar instructions to all educational institutions in the Presidency of Madras. "In Anglo-Vernacular schools under the management of this Department the second language lessons will be so arranged that religious instruction can be given for two and half hours in the week during the school time by a single instructor to boys whose parents wish them to receive it, provided the parents can agree to the appointment of such an Instructor, and there is a class room in the school available for the purpose. If there is no such room in the school or within easy reach of the school, the Government will be prepared to consider the question of adding another room to the school building, if substantial subscriptions are forthcoming. This room will be the property of the Government, and will not be exclusively reserved for religious instruction. (ii.) The Educational Department will have no concern with the Theology taught, whether as to its import or its extent. (iii.) The question of charging fees for the religious instruction is left entirely to the community desiring it. (iv.) The religious instructor will keep up a register of attendance, open to inspection by the Headmaster, and may report for punishment boys who play truant. (v.) The community will conduct all Theological examinations. The results may be communicated to the Headmaster, and may be read out by him at the annual prize-giving, when any prizes which the community may propose to award for proficiency in Theology, will be awarded by a representative of that Community. Otherwise the Headmaster will have no concern whatever with the progress in Theology of any student. (vi.) No Master in the school establishment may be engaged as religious instructor. (vii.) The community concerned will be responsible for making arrangements which will be agreeable to the general public. (viii.) It is optional with parents to have religious instruction given to their children. Any parent desirous of having a boy taught Theology will signify his wish in writing to the Headmaster, who will then give the boy permission to attend the classes." The absolute necessity for religious education has now been universally admitted. Opinions differ only as to the mode of imparting it. The aforesaid circular has, to my mind, solved

this question in a satisfactory manner. If so, it is hoped that our new Governor will signalise his administration of the Madras Presidency by adopting the circular or issuing a similar one for the guidance of the Educational Department of this Presidency.—*The Madras Times*.

EMPIRE DAY.

Empire Day comes when all schools and colleges are shut for the summer holidays. But though many children and teachers are away, there are always some teachers and a majority of children left behind, and while these might not be able to make a show by themselves, they would gladly join others. We are glad to see that several schools did take part in Empire Day Celebrations and we reproduce a brief account of the more important demonstrations, limiting our description to the part taken by schools in them. Unfortunately here in Madras nothing whatever has been done. The Empire Day celebration is in official hands. The officials are always changing, and one wants one day to be selected, while another prefers another date; nor have the schools yet made up their mind as to what they want. At first the King's Birthday was selected. Then it was felt that in the interests of solidarity, the date generally selected, the 24th of May, should be adopted. Then a change of officials has occurred, with the result that the 24th of May is no longer acceptable.

In Madras, the Upper Primary School, Tiruvateeswerenpeti, celebrated Empire Day. Sports were held and prizes distributed to the winners. The National Anthem was read, and an appropriate speech was made by the Chairman, Mr. N. Guru Rao.

Empire Day was celebrated with much éclat in the premises of the Arya Patasala, Thumba. Chetti Street, Georgetown. The Manager, Mr. L. Anantaiyar, the Superintendent, Mr. A. Kumarasawmy Iyer, and a few friends were present. A short lecture was delivered to the children of the school, impressing upon their minds the benefits that were derived from British rule in India.

At the celebration at the Anglo-Vernacular Primary School; Mr. A. Singarachariar, who presided, impressed on the boys present the duty of being loyal. Several other speeches were delivered in Tamil and Telugu, and there was a rather long programme consisting of songs, dialogues, and music. Three cheers for the King-Emperor brought the celebration to a close.

A public celebration took place on the Guindy Race Course ground at 3-30 P.M. Nearly 1,000 school children assembled under the escort of teachers belonging to schools in and about the Mount. After a well-arranged programme of sports had been gone through, the children were given a treat, and the winners received prizes. The prizes were given away by Mrs. Thomson, who with Lieutenant-Colonel H. Thomson, I. M. S., Sanitary Commissioner, presided over the very interesting proceedings. Several tents were pitched to accommodate the numerous visitors.

Empire Day was celebrated at the Reformatory, Chingleput, with a special ceremonial parade. The ground was marked off with flags and a Union Jack on a staff served as a saluting base. The boys were drawn up in line in open order, and gave a Royal Salute, the Band playing "God Save the King." The march past was then done in single companies, in double companies and in line. Before dispersing, three cheers were very lustily given by the boys for the King-Emperor. In the course of the day, the meaning of Empire Day was explained to the pupils and a short account given of Queen Victoria's life and her love for her Indian subjects. Sweets were then distributed as a fitting close to the day's proceedings.

Empire Day was celebrated in the compound of the Board School, Hospet, with great éclat. Mr. Visvanatharan presided. An interesting programme of several sports was gone through and students' essays on Queen Victoria were read. Messrs. Rao Bahadur Hanumantha Gouda and Gopalachari explained the reasons for celebrating Empire Day. After the distribution of *pan supari*, and sweets to the children, the proceedings terminated with a vote of thanks to the Chair, and three cheers for the King-Emperor.

For the first time since its inauguration Empire Day was celebrated at Ocanada. There was an imposing parade on the College ground, and the Union Jack was duly hoisted with acclamation. The girls of the Timpany Memorial School, Jagannaikpur, saluted the Flag with appropriate songs, led by Miss Folsom, their Principal. The National Anthem was then sung to the accompaniment of the Band specially brought from Waltair. The proceedings in the evening commenced with a treat to the boys and girls of the different schools in the town, the Panchama school children not excepted, in the Pittapur Rajah's College compound. Mr. Cumming took the Chair. Two young pupils of the College recited "Rule Britannia" and "Men of England" respectively, and an address was delivered by Mr.

R. Venkata Ratnam Naidu, Principal of the Pittapur Rajah's College, on "The Duties and the Responsibilities attaching to British Citizenship." After a few more recitations by the boys, the celebration closed with a few appropriate remarks by the Chairman.

Reviews and Notices.

TACITUS AND OTHER ROMAN STUDIES, BY GASTON BOISSIER, TRANSLATED BY W. G. HUTCHINSON, (CONSTABLE & CO.)

Was it not Jerome who lamented that Tacitus had so strong an attraction for him that he sat up half the night reading him? And Jerome was only one of the great host who have found delight in the greatest of Roman Historians. Those who have read Tacitus have received lifelong impressions. Depressing as his pictures of the Roman State and Roman Society may be, they are masterly. It may be said of him as it is said of Carlyle, that his lurid pictures have the intolerable effect of flashes of lightning.

Of Tacitus we know but little; we know neither the date of his birth, nor that of his death. He was singularly reticent about himself. Our author has ransacked all sources of information, has drawn reasonable inferences from strong probabilities and has occasionally constructed theories from very slender materials. What we know of Tacitus may be summed up in a few words. He was born about A.D. 54 in a respectable but not illustrious family. He married the daughter of Julius Agricola, who by commanding the Roman Forces in Britain and conquering the Picts, is familiar to us in the pages of English History. He discharged the nominal functions of prætor and consul, was known as an orator, pleaded, and wrote a *Dialogue on Oratory*, the *Germania*, a *Life of Agricola* and the *Annals*. Monsieur Boissier takes the *Dialogue of the Orators*, over which he says many contests have taken place, asks which of the interlocutors is most likely to represent Tacitus, fixes on one, and deduces from his opinions what the opinions of Tacitus were and what his education must have been. Thus we are asked to conclude that he had little taste for the rhetors and their methods of teaching, that he ardently pursued the study of philosophy in his youth, but acquired a certain dislike of it in later years, and that, as the wide knowledge displayed in his various digressions in his works shows, he must have had a liking for hard study, accuracy and curious knowledge.

The second chapter deals with the position of Philosophy at Rome. "At the moment when Tacitus was born, philosophy was enjoying a very rare chance; it was ruling the world." Then the fall came; first, because people expected too much of philosophers. Seneca, the most illustrious philosopher in the Roman world, was Nero's prime minister and "had to let much evil pass in order to have the power of doing a little good." The reproaches which he in some cases deserved rebounded on philosophy. But there was a deeper reason. Romans of the old type looked to Rome and Rome only. The philosophers endeavoured to impart cosmopolitan views, which the old school regarded as sacrilegious. Quintilian, the orator and writer, bitterly attacked the philosophers, and the opinions of Tacitus seem in the main those of Quintilian, though he is extremely guarded in their expression. On entering into public life he quickly made his mark as an orator and began by favour of Vespasian to climb the official ladder. In 89, after serving as prætor, he, as was usual, quitted Rome to take up civil or military duties in one of the Emperor's provinces. Mons. Boissier infers that the duties assigned to Tacitus were civil and not military, and in view of the very close knowledge that Tacitus in his *Germania* displays of the German nations, supposes that he was Governor of Belgic Gaul. It is to Tacitus that we owe the earliest detailed description of those tribes who were the ancestors of the English race.

On his return to Rome in 93 the tyranny of Domitian was at its height. Tacitus as a Senator must have attended those meetings of the Senate in which horrible tragedies were enacted. It might have been death to stay away. "He joined in the absurd flatteries with which the prince was overwhelmed. He voted with acclamation the monuments raised in his honour, the titles decreed him. What is sadder still is that he condemned without protest all those whose removal was desired; he says so plainly at the end of the *Agricola*. They were honourable men, sometimes personages of high rank, who were known, esteemed, loved, and whose opinions all the Senators shared."

And yet, if Mons. Boissier is right we owe the histories written by Tacitus to this very tyranny. We must assume that he had a natural taste for history. He had no leisure to gratify it till the tyranny of Domitian. It was then prudent to abstain from political activity. "One can understand how this silence weighed upon him. It is a cruel vexation for a politician with whom all

has succeeded so far, and who reckons on the future reserving him still greater triumphs, to find himself suddenly stopped dead in the height of his reputation, in the height of his prosperity. Active as he was, of an open and inquiring mind, he could not rest doing nothing. There was, moreover, a special reason which at that moment must have drawn Tacitus to History. Nothing was more painful to the people of that melancholy epoch than the spectacle of the greatest crimes being consummated without resistance and almost with the general assent. All was accepted without a murmur; no one dared utter a word either in public or even amongst friends; the spy had suppressed friendship. All heard in the silence was the flatteries of a quaking Senate and the laudations of mercenary poets; and as, by ill-luck, those poets, Statius and Martial more especially, were men of talent, it might be feared that their voices, having deceived contemporaries, would mislead posterity. To inform it of the truth only history could be counted upon. Is it not history that may truly be described as 'the conscience of humanity'? It is permissible to believe, therefore, that it was then, amid his saddened and solitary reflections, that Tacitus finally determined to write history."

But if he had planned his History, he put it aside and composed the life of his father-in-law, Agricola, and wrote the *Germania*.

Then follow three long chapters on "the Conception of History in Tacitus," "the Judgment of Tacitus on the Cæsars," and "the Political Opinions of Tacitus."

In the first of these chapters, Cicero's definition of History is discussed, the preference of Tacitus for the older historians to those of the age immediately preceding his explained, and his sincerity and care for truth emphasized. Cicero spoke of history as primarily an orator's work and accounted for the ill-success of the first Roman Historians by saying that they were not eloquent. Mons. Boissier gives to the words 'orator' and 'eloquence' a wider scope than the meaning usually given them. "An eloquent man was not only one who spoke well but one who had the art of writing well. In this sense to say that history is an orator's work is not to affirm that rhetorical methods must be employed, but that it is a task for an artist, a piece of literary handicraft which exacts the same qualities as others, and demands great care in composition and no neglect of style. In our day many would fain impose the rigour of scientific methods upon history. and yet it is certain that history will never be turned into a science like physics

or chemistry. Even when reduced to nothing more than a collection of facts, which to some persons appears a marvellous means of suppressing arbitrary judgment and error, these facts have no resemblance to those which a man of science observes in his laboratory and describes as he sees; they are not the product of blind forces, invariably acting in the same manner and, when put under certain conditions, incapable of acting otherwise. They proceed from a mobile, changing, irregular being, whom it is necessary to have studied personally and in his own nature, to fathom the reasons for the actions ascribed to him, and even to affirm their reality. Their knowledge of man, the study of usages, passions and characters, are essential to history, what constitute it a literary art proper." We doubt if the difference between history as an art and science proper has ever been better put. The book is full of such passages. Tacitus found fault with the historians of the imperial epoch, because they were not sufficiently heedful of the truth; he preferred the historians of the Republican era. He claims above all a desire to love truth and to tell it, and he seems more than any other ancient historian to cite authorities for his statements. Often his references are vague, but that he refers at all shows that he took pains to get at truth. There is no doubt that he consulted official documents, among which were the records of the sittings of the Senate. He made great use of the historians of the imperial epoch, though he finds them blameworthy, but a great controversy has arisen as to the extent to which he borrowed and the way in which he made use of them. Tacitus made use of contemporary evidence. He was contemporary with most of the incidents narrated in his history and separated at most by one generation from those who played the earliest parts in his history. Hence he constantly mentions what he has heard and frequently puts down mere rumours. This seems to be due to a scrupulous desire to present every fact, and to a constitutional timidity and reluctance to weigh opposing statements, to decide a disputed point, and to put on one side what he disbelieves.

Tacitus was by nature a marvellous artist. Racine, the French dramatist, called him the greatest painter of antiquity. Some of the pictures he left are among the finest surviving to us from ancient authors. . . . Those who are tempted to consider that there is in those fine passages a little too much art, and even artifice, a too obvious pre-occupation with effect, some excess of theatrical setting, must not forget that Tacitus is presenting, in action and speech his

fellow-countrymen, to whom great emotional demonstrations were natural, and who readily displayed them. . . . Nevertheless I admit that there are passages in some of his best known narrations which it is hard to defend. He has occasionally yielded to the taste of the time, which he shared himself, and given the description too theatrical a turn. We meet in him with regular soliloquies that would not be out of place in an acting play. . . . Tacitus puts in his characters' mouths, not the words they really uttered, but those they ought to have used; he has substituted probability for truth." The love of rhetoric comes out most in the speeches to be found in his works. Up to a comparatively recent time historians have drafted the speeches which they put into the mouths of their characters. Some have had a decent excuse for so doing. Tacitus had not. "If the ancient historians are to be blamed for having inserted discourses of this nature in their works, against Tacitus especially must the charge be brought, for he was the one man among them who could most easily have refrained. Livy possessed no authentic oration of Brutus or Camillus; if he wished to give them voice, he had indeed to invent what he made them say. Tacitus was not reduced to the same necessity. When he represented the Emperors speaking on important occasions, he could have given us those they actually delivered, instead of making them hold forth in speeches of his own composition. . . . They had often been preserved, and Tacitus was not ignorant of where they could be found. There were, moreover, cases in which it was of the highest importance to transcribe the text itself, without any change. . . . Why, then, did he abstain from transcribing it? It has often been said, and I think rightly, that he shrank from it by a literary scruple. He did not wish disparities of tone in his works; unity of style appeared to him one of the most essential qualities, and he feared it might be compromised if the historian patched speeches and letters by another hand on a narrative composed in his own language." Thus what seems to us improper and even absurd, was to the ancients correct and judicious. At any rate if Tacitus composes speeches, he is careful to give each side in a debate the best arguments; and does not show us what he himself thinks. This may be impartiality, or timidity, but Mons. Boissier think that it is the survival of a school habit. In scholastic exercises, the pupil, for training in declamation, was given causes, sometimes very bad causes, to defend; and his one thought was to win a dialectical victory by putting everything

in the best possible light. This habit, once acquired, is not easily shaken off, and in this spirit Tacitus composed the debates in the Senate.

Stress is laid on the gravity, the serious dignity of Tacitus. Suetonius in the *Lives of the Cæsars* by a series of little strokes made striking portraits. Anecdotes of the Cæsars, the jokes they made, those made on them, the physical features of the Cæsars, and in particular any physical infirmity, all these were made much of by Suetonius, but were avoided by Tacitus, who, however, drew life-like portraits but with broader lines than the fine strokes of Suetonius. M. Boissier finds philosophy in this. "If a man be depicted by his more general qualities, if less stress be laid on his more personal traits, if he be made more of a type and less of an individual, he thereby comes more into our every day environment, he approaches us nearer, and we shall be more inclined to apply to ourselves the examples he affords us. In this way history becomes more moral in the sense in which Tacitus understood it."

The next chapter discusses what history has gained and what it has lost by the change from the point of view of ancient historians to that of modern writers, but it is time that we should bring this Review to a close, and we must only refer to perhaps the greatest point in dispute regarding Tacitus. Is his dreadful picture of the Cæsars correct? It was Voltaire who first impugned the veracity of Tacitus, because, as he affirmed, the Cæsars, if they really were as they are depicted as being by Tacitus, were monstrosities, out of the ordinary course of nature. Therefore by this *a priori* reasoning Voltaire charged Tacitus with gross exaggeration. Linguet followed, and, greatest name of all, Napoleon. "Napoleon, who looked upon himself as the heir of the Cæsars, never pardoned the historian for having spoken so ill of his predecessors." The struggle recommenced in the bravest style with the Second Empire (1852), and now the Germans were inclined to take sides against the historian. "There were attempts by subtle analyses to set him in contradiction with himself or with the historians of his time: reasons were sought in his character, his political principles, his connections, for throwing suspicion on his testimony; critics essayed by all sorts of arguments and researches to rehabilitate the princes he has condemned, Tiberius above all, for it must be remarked that it is always round Tiberius that the battle rages against Tacitus. The campaign was

skillfully directed, save that, as happens in all rather passionate polemics, it went fast to extremes. It was not enough to establish what was true: that Tiberius was a very able politician who governed the provinces well and maintained the Empire in peace; they wanted to prove that he was an honest man, a good and noble nature."

M. Boissier appeals to the evidence furnished by the contemporaries of Tacitus. They, who were in the best position to know the truth, received his works with great favour. Further, Tacitus agrees with later historians, Suetonius and Dion Cassius. "The Tiberius of Suetonius is as hateful as that of Tacitus; Claudius is not less foolish in one than the other, nor Nero less of a scoundrel," and M. Boissier is not sure if in Dion Tiberius is still not more repulsive than in the others, and yet Dion is all the more likely to be impartial because he was a Greek by birth, "whom the memories of the ancient Roman Republic must have left quite cold." Philo, the Jew, "who only surveyed Tiberius from Palæstine is not unfavourable to him." Admittedly Tiberius governed the provinces well. Josephus, who lived for long at Rome, treats him like Tacitus and all the others. The next chapter deals with the pessimism of Tacitus. He could not persuade himself, as other Romans so easily persuaded themselves, that tyranny would never again assert itself. An interesting chapter is that which deals with "the singular amalgam of lofty ideas and vulgar prejudices we recognize in studying the religious beliefs of Tacitus. He has nowhere expressly set forth his profession of faith and, in all probability, he had no very settled views on such subtle questions." Perhaps the most interesting chapter of all is that which shows how widespread the reading of Tacitus was and how great his popularity during the French Revolution. Madame Roland and Camille Desmoulins were steeped in Tacitus and practically knew him by heart.

Here we must close our account of this very interesting book, which all who are attracted by history and in particular by the history of Rome should read.

ELEMENTARY GRAPHS, BY W. M. BAKER AND A. A. BOURNE, (THOS. NELSON AND SONS.)

With the inclusion of modern methods in the Madras University Matriculation curriculum, an elementary book on graphs will be in request. Starting at the very beginning of the subject,

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the book proceeds to straight lines and curves. The language is simple and the sentences are short. There are copious illustrations and the examples to be worked out are numerous. We can recommend this book as an introduction to the subject.

PHYSICAL EXERCISES, BY H. RIPPON SEYMOUR,
(THOS. NELSON AND SONS.)

Inspectors are now, in accordance with modern ideas, giving less attention to formal drill, and more to varied exercises. We look back over many years and can see now what a farce the school drill was in our days. The boys of the present day are well off by comparison. This book contains chapters on figure marching, which will make the old formal drill interesting, if anything can, and also chapters on dumb-bell exercises, Indian Club exercises, and the now fashionable Ju-Jitsu, with a useful introduction. The book ought to be placed in the hands of those drill instructors who understand English. As for those who do not, the book might be translated as regards the main points, or better still gone over with the instructor by one of the upper masters.

THE YOUNG CANADIANS, CHAMBERS'S NARRATIVE READERS.

This is a well printed twopenny Reader, well illustrated by pictures of Canadian Life. It is perhaps more suited for European Schools in this country, but the book, which is intended for Standard IV, might be read with profit by higher standards, say V, VI, or VII in Native Schools.

THE YORK READERS (GEORGE BELL AND SONS).

These well bound, well printed and beautifully illustrated Readers are among the best of their kind. As is usual with Readers published in Great Britain, the poetry pieces are comparatively few, a fact which makes the selection from these few of pieces suitable for an Indian Class a matter of some difficulty, and usually compels the teacher to resort to a supplementary book. Book Three is priced one shilling; Book IV one and three pence, Book V one and six pence.

LONGMANS' BRITISH EMPIRE READERS, SECOND INFANT READERS AND SECOND PRIMERS.

These Readers are nicely got up. There is of course nothing about the Empire in them. No

doubt what the publishers mean by the title is that they desire to see these Readers used throughout the British Empire. We must express an opinion that handy and choice as these Readers and others noticed above are, the Indian boy should be given Readers that are specially prepared to meet his wants.

SHAKESPEARE, SELECT SCENES AND PASSAGES, 10d.;
THE BOY'S ODYSSEY, 18d.; CHILDE HAROLD'S
PILGRIMAGE, CANTOS THREE AND FOUR, 1s.,
(MACMILLAN & CO.)

The first and last are provided with notes. Their get up is all that can be desired, and they should certainly find a place in the school library. It is particularly desirable that Indian boys should have the opportunity of comparing the Indian classics with those of Greece and Rome, even if the latter wear an English garb.

A JUNIOR ARITHMETIC, BY PENDLEBURY AND
ROBINSON, (GEORGE BELL & SONS).

Mr. Pendlebury's name is in itself a guarantee that this book will embody sound principles. In a preface he explains that "it differs from an earlier book of similar character, in the new features which have been introduced in order to carry out the recommendations of the committee of the Mathematical Association. The subject-matter has been re-arranged to some extent, oral examples have been added, decimals have been introduced before vulgar fractions, graphical illustrations have been employed wherever suitable, the British Measures have been somewhat simplified, the Metric System has been introduced at an early stage, and has been fully taken into account in subsequent sections, the new order of multiplication has been adopted throughout, new sections on decimalization of money, and approximate operations have been inserted, and the Mensuration Section has been extended." Finally, in accordance with Mr. Theobald's remarks in the new curriculum for European Schools, "questions involving unnecessarily long and tedious calculations have been excluded, as unsuitable for the Junior Students for whom the book is intended." Thus the book seems thoroughly up-to-date. While the absence of Indian Weights and Measures prevents its being placed in the hands of every boy as a class book, it ought most certainly to be in constant use by the teacher as a supplement to the class book. Its price is eighteen pence.

THE WINCHESTER ARITHMETIC, BY GODFREY AND BELL (CAMBRIDGE UNIVERSITY PRESS).

Features of the book are oral exercises, the exhibition of algebra as shorthand arithmetic, and the setting of a few algebraic exercises at the end of each set of oral examples; the interweaving of decimal fractions with the metric system, so that decimal fractions are taught before vulgar fractions, mensuration, logarithms and graphs. Great stress is also laid on contracted methods. This book, for the reason given in the case of the book previously reviewed, cannot by itself be used with advantage in an Indian school, but a wise teacher will know how to make considerable use of it. Its price is three shillings.

Indian Educational Notes.

MADRAS.

A meeting of the Executive Committee of the Mahomedan Educational Association of Southern India was held recently. Mr. E. Thurston occupied the Chair, and amongst those present were Lieutenant-Colonel R. F. R. Formby, Messrs. H. T. Harris, Yakub Husan Sait, Mirza Gulam Hasan Ali Khan, Walji Lalji Sait, Anwaruddin Sahib Bahadur, Mahomed Ibrahim Quraishi, D. A. Hobday, Ahmad Muhiuddin Khan Bahadur, Moulvi Syed Shah Mahomed Fakruddin Sahib Fakri, Baquer Sheriff Sahib. It was resolved to introduce certain alterations in the working of the religious classes of the Madrasa-i-Azam, and that the Religious Instructors be asked to report the result of their inspection of the religious classes to the parents of the boys. It was also decided to grant scholarships of Rs. 5 monthly to Mahomed Abdul Gaffur Sahib, Student, Veterinary College, Madras, and Mahomed Abdul Ali Sahib, Student, Senior F. A. Class, Christian College, Madras, and to recommend Shaik Mahomed Malim Sahib, Pupil, IV Form, National High School, Negapatam, to the Director of Public Instruction for the grant of a scholarship from the Government.

Mr. J. W. Simpson, acting Assistant Secretary to the Commissioner of Salt, Abkari and Separate Revenue, has been appointed to officiate, *sub pro tem.*, as Secretary to the Board of Examiners.

THE Government has sanctioned the re-distribution of the territorial jurisdiction of the Inspectors of Schools as proposed by the Director of Public Instruction, and requested him to report after a year how the scheme has worked and whether he desires to modify it in any way. The following is the letter of the Director of Public Instruction:—"Referring to G. O. No. 825, Educational, dated 15th December, 1905, regarding the addition of two new appoint-

ments of Inspectors of Schools to the cadre of the Indian Educational Service and the appointments which have now been made, I have the honour to request that Government may be pleased to accord early sanction to the following redistribution of the territorial jurisdiction of the Inspectors:—*1st Circle*:—Ganjam, Vizagapatam, Godavari, and Kistna; *2nd Circle*:—Bellary, Kurnool, Anantapur, Cuddapah, Nellore, and Guntur; *3rd Circle*:—Madras, Chingleput, North Arcot, and Tanjore; *4th Circle*:—Madura and Tinnevely; *5th Circle*:—Coimbatore, Salem, Trichinopoly, and South Arcot; *6th Circle*:—Malabar, South Canara, and The Nilgiris. The Head-quarters of the Circles may be Waltair for the 1st Circle, Bellary for the 2nd, Madras for the 3rd, Madura for the 4th, Coimbatore for the 5th, and Calicut for the 6th. The present Head-quarters of the Northern Circle is Rajahmundry but I consider Waltair the more suitable station. The office at Rajahmundry is now held only in a very unsatisfactory rented building so that there is on that account no reason to retain Rajahmundry as Head-quarters. The Southern Circle office at Tanjore is now held in a Government building, but as the Tanjore District will form a part of the 3rd Circle with Head-quarters at Madras, the portions of the buildings now occupied by it may, with advantage, be utilized for the Government Training School, and the Assistant and Sub-Assistant Inspector's offices also located in them. The proposed Head-quarters for the other Circles call for no remarks. On receipt of the orders of Government in regard to the circles, I shall submit proposals as to the postings, formation of the new offices and other necessary details without delay.

AN estimate, amounting to Rs. 41,950, for certain additions to the Presidency College, Madras, has been sanctioned by the Government, and the work will be commenced immediately. The additions will be in the shape of a central hall and additional lecture rooms. The present portico will be removed, and a new building will occupy the front of the College, the porch being built further out.

MR. Mildred, Executive Engineer, has laid the foundation-stone of the proposed Agricultural College and Institute, Coimbatore. The estimated cost of the buildings is Rs. 4½ lakhs and the contract has been entrusted to Mr. Abdul Razak Sahib of Dharapuram.

MAJOR H. D. Gunn, who proceeded on leave, has handed over charge to Captain Trydell, who will act as Principal, Government Veterinary College, and Superintendent, Civil Veterinary Department, Madras.

THE marriage has been solemnised at St. Stephen's Church of Mr. S. A. Steele, Headmaster of Brecks' Memorial School, to Miss Beddie, of Delhi. The bride arrived from Delhi the same afternoon, driving at once to the Church, where the marriage service was conducted by the Lord Bishop of Madras. The

ceremony was very quiet and there were no bridesmaids.

THE Syndicate of the Madras University has awarded the vacant Anna Isabella Subrahmanyam Scholarship to Mr. J. D. Abraham.

THE Princess of Wales Girls' School, Cherpacherry, started by Mr. K. Govinda Menon, B.A., Tahsildar of Walluvanad, in honour of the Royal Visit, will move into the new premises this month. The building has been constructed at a cost of over Rs. 600. Mr. Noyce, I. C. S., the Malapuram Divisional Officer, has been approached to preside at the opening ceremony of the new building.

THE annual distribution of prizes to the pupils of the Anglo-Vernacular Panchama Charity Schools, Vepery, took place recently on the plain of the Ordnance Lascars' Lines, Vepery High Road. Mr. A. S. Cowdell presided. For the accommodation of the large number of visitors a large shamiana was put up. After the singing of a hymn, the pupils went through a short programme, and the Manager's Report was then read. After a short speech by the Chairman, the prizes were awarded, and clothes were also distributed to the boys and girls. The proceedings terminated with the singing of the National Anthem.

IN the course of a lecture delivered at the Madura Exhibition, Mr. Chatterton said that the opportunities for obtaining a real sound technical education in this Presidency, were not very extensive, and they were practically confined at the present time to some few Colleges, where special arrangements had been made for scientific instruction, and to the College of Engineering in Madras, where a sound general Engineering education could be obtained. Now, the general idea prevalent throughout the whole of India was that only men intending to become Engineers should go to a College like the Engineering College to receive the special training given there; but he would point out that the education given there was an education and preparation for future walks in life such as they would receive in any other College in the country. A man who had some knowledge of Engineering and of the practical application of modern sciences, was quite as well fitted to take a share in the administration of the government of his country as a man who had studied law or philosophy. He would, therefore, strongly advise them in considering the education of the future generation to make use of such resources as were available for Technical Education in this Presidency.

A Sub-Committee consisting of the Rev. C. S. Vaughan, Mr. Pandithoraisami Tevar and the Vice-President was appointed recently by the Madura District Board to formulate proposals for carrying out certain general suggestions made by Mr. Chatterton for the improved working of the Technical

Institute under its management. The Sub-Committee has presented its Report, which recommends the abolition of the general education classes as well as of the office of Assistant Superintendent. The Superintendent will be assisted by an office manager, who will relieve him of the routine work of the office, so as to enable him to give more time to the development of the industrial side of the Institute. There are to be a full time store-keeper and a salesman, besides two clerks. Mr. Woolridge, who has long and faithfully served the Institute in the capacity of Assistant Superintendent, will be retained in service until he is entitled to the minimum bonus under the Provident Fund Rules.

Mr. G. Subbuswami Iyer, who was Superintendent of the Technical Institute for fourteen years from its first establishment by the District Board, received an attractive offer of an appointment in the Mysore State, and accordingly quitted Madura for Mysore in August, 1904. Shortly after, he applied to the Board for the payment of his contribution to the Provident Fund together with what bonus he might be entitled to, under the rules. He also applied for the maximum amount of gratuity allowable under the rules in consideration of his fourteen years' approved service. The latter application was strongly recommended by Mr. A. R. Knapp, I. C. S., the President of the Madura District Board at the time when Mr. G. Subbuswami Iyer severed his connection with the Technical Institute. Mr. Subbuswami Iyer was, afterwards, permitted to draw his Provident Fund contribution and, later on, the District Board, at its last meeting, passed a Resolution "that the Government be requested to sanction the grant as a special case of a gratuity of Rs. 1,000 in view of the excellent service rendered by Mr. Subbuswami Iyer".

THE hostel attached to the Government College, Kumbakoram, would seem to be unable to pay its way. Rooms have been built to accommodate 72 students; but only half the building is occupied, though two sessions have passed since it was opened. The charges, moderate as they are, and, perhaps, irreducible, are yet felt to be too much by the majority of the students, who are poor and who prefer, on that account, to mess in the cheaper hotels of the town, amidst demoralising influences. With a view to increase the income, and thereby to counterbalance the expenditure, the Committee asked leave of Government to rescind the rule restricting admissions into the hostel to the College students only, and to allow students of the High Government Schools in the town also to be admitted. The Government, acting under the advice of the Director of Public Instruction, have vetoed the proposal.

Rai Bahadur C. Nagojee Row, B.A., Acting Principal of the College, has left to take charge of the Inspectorship of the Madura and Tinnevely Circle.

THE Basel German Mission High School, Tellicherry, was lately the recipient of a beautiful Hall which was added to the buildings at an expense of Rs. 6000, a gift to the school by the Rev. J. Mane,

the present Manager. At an expense of Rs. 13,000, further extensions and alterations have been made to the buildings by the Basel Mission, and the institution has accommodation now for 500 pupils. Established in 1856, the B. G. M. High School is the oldest educational institution in the station, and it is a pleasure to note that it is keeping abreast of the times. The school is the finest building in the station.

THE anniversary meeting and prize-giving of the C. M. S. Lower Secondary School, Ootacamund, was held recently, the Lord Bishop of Madras presiding. A programme of songs, recitations, etc., was gone through by the scholars, and the Rev. A. H. Lash, M.A., Superintending Missionary, read a Report of the Nilgiri and Wynnad Mission. The meeting closed with a short address by the Bishop.

THE annual prize-giving of the Day and Sunday Schools took place recently at St. Mark's Chapel, Royapuram, Madras. The evening being fine, the programme was gone through in the compound. The friends who were present had a treat. The girls with their "Sash Drill" were both elegant and pretty, and executed the movements with much grace. The little ones sang their action songs very sweetly, while the acting and singing of nursery rhymes by the elder children was performed with great skill.

The report was read by the Rev. F. E. Markby, M.A. It showed that the school was in a satisfactory state. The report of the Inspector of European and Training Schools was as follows:—"Tone and discipline—good. In spite of a fall in attendance from 90 to 70, partly due to cholera, the school continues to justify its existence and is in a sound condition."

Mrs. Scott Patton gracefully gave away the prizes to the successful pupils in the Day and Sunday Schools. In the former 29 children received prizes and in the latter school 21. An interesting feature of this prize-giving was the fact that every prize was given by various kind friends interested in the schools. Great credit is due to Miss Spooner, Head Mistress, and the other Mistresses for the success of the prize-giving.

THE Annual Report on the working of the Reformatory School, Chingleput, for last year is both interesting and instructive, showing also the difficulties that beset those who have charge of such institutions. An increase to the school-roll is generally a matter for congratulation, though in the case of the school under review it rather raises up feelings of an opposite nature. However, it shows that the school justifies its existence and the necessity there is for such "corrective training ground." It is regrettable that the number of pupils coming from Madras continued to increase, the committals rising from 33 of the previous year to 44. "These boys," says the Superintendent, "come to us full of the vice and cunningness of city life, and their large numbers in the school help to keep alive the memory and association of the past." Therefore he urges a separate

Reformatory with a special mode of treatment for Madras boys, which he thinks would give better results in the work of reclaiming juvenile offenders. The total strength rose rapidly from 168 pupils to 185—the highest number on record. Of these 128 committed theft, 43 were guilty of house-breaking and theft, 7 were convicted for counterfeiting coins, 2 for voluntarily causing hurt in committing robbery, 2 for committing murder, and 1 for culpable homicide not amounting to murder. How young in years though old in sin are these offenders is shown by the statement that 67 per cent of the pupils were 13 years of age and under on admission. Yet this has its advantage, as the majority of the boys will remain for a long period of corrective and industrial training. Much has been spoken of the American "up-to-date" system of dealing with juvenile offenders, where advice, exhortation, rebuke and threat are exhaustively tried, but of this the Acting Superintendent says the experience in the Reformatory School is that warnings are of no use and punishment, to be effective, must be certain. Thirty-seven pupils were discharged during the year, and of these 23 obtained employment, six were unemployed, five could not be traced, and six were not reported on. The most satisfactory feature is the fact that not a single boy was reconvicted. The history of the pupils who left school in the three years previous to 1905 was, however, not so satisfactory. The Hon'ble Mr. A. G. Bourne, D. P. I., in a note on the report says: "it is full and gives almost all the necessary information. It is a record of improvement effected in the Institution in all its branches, and testifies to the zeal and energy shown in its working by the Superintendent, Deputy Superintendent, and Staff. The proposed segregation of the more vicious pupils and the appointment of a mason to give practical instruction in his trade should form the subjects of separate communications. The amount deposited at the Savings Bank to the credit of the pupils and the average annual cost of dieting each pupil should be reported."—*Madras Times*.

THE Government of Madras has directed the Board of Revenue to prepare and submit to Government a curriculum for the College of Agriculture in consultation with the new Principal, who is expected to arrive there in July next.

THE formal opening of the School of Physical Culture after Sandow's method, started by Mr. Raghava Chetty, of Choolai, took place at the premises of the institution close to the Choolai barracks in the presence of a fairly large gathering of spectators and with the Hon'ble Sir V. C. Desikachariyar in the chair. The Revd. Mr. Sundaram Pillai, B.A., delivered a short but interesting lecture on the advantages of "Physical Culture" on the occasion. The display, by the students of the institution, of a few of Sandow's feats then followed.

The Chairman in his remarks observed that institutions of the kind ought to be liked by every educated Indian. The importance of the development of physical culture was a thing not unknown

to them. It had been in existence in India in days of old. But for some reason or other in the mediæval times, and in the present day, physical culture had been much neglected and this led to the fall of their nation. Therefore it was none too soon that they had learnt to remedy the defect. The advent of Sandow into this country had given a new impetus to this side of education. If India should again wish to become a great nation they (the Indians) should develop not only in mind, but also in body. He was of opinion that should this institution proceed on right lines it was bound to have a bright future before it. He wished to point out that only healthy parents could beget healthy children, and that Sandow's system of physical development could be adopted, as was being done in Japan, not only by men, but also by women of all ages. In conclusion he thanked Mr. Raghava Charry for the interest he had displayed in the institution, and pointed out to all concerned that it was a very sacred duty to help such institutions.

PRESIDING at the prize-giving at the National High School, Mannargudy, which took place recently in the presence of a large gathering, the Hon'ble Dewan Bahadur L. A. Govindaraghava Iyer delivered an interesting address on some of the educational topics of the times.

The speaker, in the course of his speech, said that the Education of the masses must play an important part during the present critical period through which the country was passing. The fact should be recognised in its full force and intensity. It would not do for their educated classes to readily admit it in theory and merely give it their intellectual assent. The permanent progress of the country, in every branch of it, social, political, industrial, was retarded by the apathy of the masses, due to ignorance. The Government, he was thankful to say, were making noble endeavours to supply the want; but the people, instead of depending entirely on the help of Government, should strenuously second their efforts. While they should not lessen their agitation for further help from Government, they ought to supplement and strengthen their efforts with their own pecuniary help, so that Primary Education might be given on as large a scale as possible, and to as large a number of people as possible. He appealed to his countrymen to effect a saving, small though it might be, from their personal or domestic expenditure, and devote that saving to promoting Education amongst the masses.

Religious Education, the speaker observed, naturally raised the question whether it was desirable to send their boys to receive religious instruction in schools where alien religions were taught. He had nothing but praise for the noble work which the Christian Missions were doing for the spread of Education in the land; he had no quarrel with them for trying to propagate their faith which they honestly believed, from sincere conviction, to be essential for the spiritual salvation of the human

race. But the question for their people to consider was whether, as parents, they were properly discharging their duties to their boys and girls in placing them amidst influences not favourable to the growth of respect and reverence for the religion of their forefathers.

Mr. Govindaraghava Iyer referred to the Educational Bill before Parliament, but his remarks show that he has not grasped the real point at issue, but we have nothing but praise for the moderate and praiseworthy tone of the speech. Finally he, as many others are doing, advocated the use of Hindi as a common language.

THE Trustees of Pachaiyappa's Charities celebrated on the 17th May, at Conjeevaram, the Diamond Jubilee of the foundation of Pachaiyappa's High School in that sacred and historic town of Southern India, the birth place of that great philanthropist. The Public Meeting in connection with the occasion was held in the premises of the High School, which was tastefully decorated. The public of Conjeevaram were invited and a very large number were present in response to the call of the Trustees. Mr. Eardley Norton, Barrister-at-Law, presided at the meeting.

Proceedings began with a prayer by the Sanskrit Pundit of the School, which was followed by a prayer offered by the students. Next were sung songs in the Vernaculars in praise of the illustrious Pachaiyappa. A small boy of the School then gave a short biographical sketch of Pachaiyappa and to this succeeded the reading by Mr. Venkataramanjulu Naidu of the Jubilee Address of the Board of Trustees.

Mr. Paramasiva Iyer, the Headmaster of the School, then read his Report on the working of the School during 1905. The Report showed that there were 489 students on the rolls of the School at the end of last year, as against 536 in the year previous, the fall being due to restrictions in the admissions agreeably to the recommendation of the Inspector of Schools. The receipts of the School were Rs. 9,293, inclusive of Stipendiary Scholarships, or a net income of Rs. 7,568 as against Rs. 8,393 in 1904. The results of the School at the several public examinations were recorded to be satisfactory and encouraging. A considerable addition was made to the library during the year. The Inspector in the course of his inspection noted that "dress and discipline seem satisfactory. The School has made real progress during the past year and its prospects under the present Headmaster and staff are encouraging. Great attention has been paid to suggestions made, and many defects have been remedied by the Headmaster."

The Headmaster recorded with pride and satisfaction that among the past students of the School was a District Superintendent of Police in the person of Mr. P. S. Srinivasa Chariar, who offered a special annual prize in commemoration of the Diamond Jubilee. The Headmaster also made a special appeal for funds towards Jubilee Scholarships to be estab-

lished to help poor students, to which several Indian gentlemen have already contributed liberally.

We hope to reproduce a part at least of Mr. Norton's long and eloquent speech next month.

THE report read at the Christian College Anniversary mentioned some time ago that the College had been deprived of a large part of its athletic ground on the foreshore in consequence of the New Harbour Works. An extension of the ground to the south has now been granted to the College by the Government of India, and the Port Trust has promised to contribute Rs. 1,000 towards the expense of laying the new portion with turf. The tennis courts and the gymnasium have now been established in their new site behind the Law College. Last month it was mentioned that the Rev. Alexander Miller, of Buckie, had supplied funds to enable a studentship in Philosophy to be conferred on a student proceeding to the degree of M.A. We understand that he has now intimated his intention of presenting to the College a permanent endowment of Rs. 8,000 for this studentship. The studentship will, like the Second Language Studentship, be awarded biennially.

MYSORE.

THE Inspector-General of Education in Mysore recently submitted for sanction revised rules for the grant of scholarships to widows. The Government of Mysore have now passed the following Order thereon:—In supersession of the rules issued with Government Order dated the 11th April, 1905, the revised rules now submitted by the Inspector-General of Education are approved. The rules will stand thus:—

A sum of Rs. 228 per mensem, or Rs. 2,736 a year, is sanctioned for the scholarships for Hindu widows tenable in Government and Aided Girls' Schools in Mysore. These scholarships shall be in addition to those awarded by Government in the Maharanees' College, and those awarded by the Trustees of the Devaraj Bahadur Charity Fund. The scholarships shall be available for unmarried widows who are attending any other institution than the Maharanees' College and are not in receipt of scholarships from the Devaraj Bahadur Charity Fund. Applications for the scholarships shall be made to the Headmistress or Headmaster of the school in which the applicants are pupils. The Headmistress or Headmaster will, with the approval of the School Committee, recommend as many of the applicants as are considered to be deserving of a scholarship to the Inspector-General of Education early in each year. In the award of scholarships preference shall be given to pupils in the higher classes. The scholarships range from Rs. 3 to Rs. 5 per mensem in the Vernacular, Middle and Primary classes, and from Rs. 6 to Rs. 8 in the Upper Secondary, Training School and High Schools.

MR. GOPAL BAO, Deputy-Inspector of Schools, has inspected the Kolar Gold Field School. His report

shows the school, under the control of Mr. Hudson Spooner, Headmaster, assisted by an efficient staff of mistresses, to be in a very flourishing condition. The number of pupils on the rolls is 152, of whom 44 are Europeans and 108 Eurasians. A special feature of the school is the well-conducted Kindergarten, which the Inspecting Officer considered one of the best of its kind in the Province.

THE Government of Mysore will award three Engineering and three Medical Scholarships this year, the Engineering Scholarships being worth Rs. 30 per month each and tenable at the Madras Engineering College for a period of three years. Graduates who have passed in Physical Science or Mathematics as an optional branch will have the preference and all candidates must have passed the B. A. degree. Allowances, including subsistence, will be granted for one year in the case of Civil Engineering students, and for two years to Mechanical Engineers, these periods being the practical course which will follow the theoretical. The periods of the practical courses will count as service qualifying for a pension, provided the scholars are entertained in the Mysore P. W. D. soon after they pass out of the College. They will all have to enter into an agreement to serve the Mysore Department, if required by the Government of the State, or to refund the full amount of their scholarships.

The Medical Scholarships, value Rs. 25 per mensem, will be tenable at either the Madras Medical College or the Grant Medical College, Bombay; in Madras for a period of 4 years if the scholars go for the L. M. and S. Degree course, or for a period of 5 years if the M. B. and C. M. course is chosen. In this case all candidates must be B. A.'s and in all cases must be natives of Mysore and must produce medical certificates of fitness from the Senior Surgeon, Mysore Government. The continuance of the scholarships will depend upon favourable reports and the passing of the periodical examinations.

WITH a view to encourage and promote scientific research and technical education among the people of Mysore, the Maharaja has sanctioned two scholarships, which will be paid from four-fifths of the annual proceeds of the Damodar Das Charities Funds. The Scholarships, which will be assigned annually for two years, will be tenable only by natives of Mysore who have graduated from a College in the Mysore State.

TRAVANCORE.

MESSRS. I. C. Chacko and Massilamony who returned lately from England after completing a course of technical study in the London College of Science as Government Stipendiary Students, are now granted Rs. 50 each as monthly allowance, prior to their being sent to Calcutta to study the working of the Geological Survey Department. It is not yet clear how their services are going to be utilised by the Government. While this is in such an unsettled state it is nothing short of a wonder to

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learn that Mr. Narayana Pillai of the local School of Arts is recommended to be given one of these scholarships to enable him to go to Manchester. Mr. P. K. John, M. A., has also applied for a scholarship. Mr. Narayana Pillai is not a graduate but the rules require a Science or Mathematics graduate. No notification, however, has been issued up inviting graduates.

BOMBAY.

A GATHERING of Marathi authors was recently held in Poona under the presidency of Rao Sahib Govind Vasudev Kanitkar, B.A., LL.B. About seventy gentlemen, some of whom had come from the mofussil, attended the gathering. One of the secretaries of the gathering, Mr. H. N. Apte, welcomed the gathering and especially those that had come from the mofussil. He also proposed that R. S. Kanitkar should take the chair. The President thanked the gathering for the honour done to him and emphasised the literary aspect of the programme. The proceedings began with a speech by Mr. C. V. Vaidya M.A., LL.B., who expressed a sense of satisfaction at the University having taken one step further in the cause of the Vernacular languages by making the study of a vernacular language a compulsory subject for the Matriculation examination; and also expressed a hope that, as Marathi was already included in the curriculum of voluntary studies for the M. A. Examination, it may be similarly included in the voluntary subjects for the B. A. Mr. R. B. Joshi supported Mr. Vaidya, and emphasised the study of the vernaculars as a fit subject for ladies undergoing education. A discussion then ensued on the initiation of Prof. Bijapurkar, in which sides were taken for and against making any representation to the University or thanking that Body for what little it had done for the study of the Marathi language. Professors C. G. Bhat and Panse of the Ferguson College, Mr. V. K. Rajwade, B. A., Mr. Pangarkar, Mr. M. R. Bodas contributed to the discussion. Every one agreed as to the desirability of the University giving the vernaculars their proper position in the University curriculum both as a subject of study and a medium of instruction. But there was some difference of opinion as to the exact proposal to be made to the University and the language to be used in making it. The discussion was ultimately brought to a close by Mr. N. C. Kelkar's suggestion to the effect that inasmuch as the sense of the gathering had been expressed clearly in favour of the study of the vernaculars as a subject, and as medium of instruction to a certain extent, it was unnecessary to insist upon the discussion ending in a formal proposition, especially as this gathering was meant more for reading of papers and holding discussions than for passing any formal propositions.

The French Government, on the recommendation of the late Consul for France at Bombay, M. L. Vossion have conferred through M. Bienvenu Martin, Minister

of Public Instruction in France, on Mr. Jehangir Edalji Davar, J. P., Honorary Secretary, Cercle Littéraire, Assistant Professor of French, St. Xavier's College, Honorary Fellow, Bombay University, the high distinction of "Officier de l'Instruction Publique," and have presented to him through M. Ch. Barlet, Consul for France at Bombay, the insignia and the diploma of his appointment. This academical distinction is the highest honour that is conferred by the University of France—in pursuance of a decree passed on the 17th March, 1808, by the French Government—on litterateurs, on savants, and on those who render valuable services in the teaching line and who have held the office of "Officier d'Académie" for at least five years. The insignia consists of a gold crown in an oval form made up of two branches—the one of a palm-tree and the other of a laurel, which is worn on the left breast, tied to a violet ribbon with a rosette in the centre. Mr. Davar was nominated "Officier d'Académie" in 1891 by Mr. Leon Bourgeois, then Minister of Public Instruction in France. He holds the office of Honorary Secretary to the Cercle Littéraire since its foundation in 1886 and had a principal share in the petition which that Institution forwarded to His Excellency Lord Curzon, the late Viceroy, against the proposed recommendation of the University Commission for the abolition of the French language from the University curriculum.—B. G.

BENGAL.

THE usual Resolution of the Local Government has been published which deals with the donations and endowments made by private individuals for public purposes in 1904. We are glad to observe the following instances of generous educational gifts amongst others: Babu Nanda Lal Gorain gave Rs. 10,207 for a school building at Chirkunda, in the district of Manbhum. Babu Trailokya Nath Adhikari contributed Rs. 13,000 for the establishment of an Entrance School at Panchthupi, in the district of Murshidabad. Babu Bejoy Narain Kundu contributed Rs. 20,000 for a Charitable Dispensary of Hooghly. Babus Radha Mohun, Munshi and Chandra Kishore Munshi of Sherpur, in the district of Bogra, jointly gave Rs. 10,000 for a building for the local High School and a public library.

The Anjuman-i-Islamia, in a letter on the subject of the Government proposal to train women teachers for zenana work, addressed to the Director of Public Instruction, Bengal, points out that Mahomedan gentlemen are extremely cautious in admitting into their families even female strangers, especially those who would come in contact with young girls. For this reason the Anjuman submits that the direct supervision of the training of Mahomedan women teachers should be in the hands of Mahomedan representatives. Mahomedan gentlemen both at Patna and at Calcutta, the two centres where the experiment is at present to be made, and that in all matters connected with the training of Mahomedan

woman teachers, the lady superintendents should act in consultation with these committees.

THE late visit of the Calcutta St. Xavier's College Hockey Team to Bombay had a most unfortunate sequel. A number of local sportsmen arranged a picnic to Varsova, about 15 miles from Bombay, where there are beautiful sands. Three Bombay boys took a boat that was lying there and put out to sea without oars or sails. The tide was ebbing, and in a few minutes they were carried out to sea. One boy named White, a student at the Grant Medical College, tried to bring the boat in, when his comrades had jumped out. He failed and then jumped into the water himself. Half-a-dozen persons who were present endeavoured to save the lad, but without avail. Some of them had a narrow escape from drowning themselves, as their boat capsized. White's body was not recovered and it is surmised that it was carried out to sea by the strong current that was running. The incident has thrown a gloom over the termination of a most successful visit.

MR. Justice Asutosh Mukherjee has been relieved of his duties as Judge, Calcutta High Court, and has been placed on deputation as President of the Committee for framing Regulations relating to the University of Calcutta.

THE Committee charged with formulating the new Regulations of the Calcutta University meet daily under the presidency of the Hon'ble Mr. Justice Mukherjee, in the Civil Secretariat, Simla, and, says a Calcutta paper, are making good progress with the work of revision.

THE Government of Eastern Bengal and Assam is ready to give a scholarship to the value of £150 a year, to enable natives of India to pursue a course of Technological Study in Great Britain or other Western Countries, if promising and well-qualified candidates present themselves in some particular branch of industry. Applications from candidates (who are natives of the Province of Eastern Bengal and Assam) for the scholarship are invited. Applicants should state their age and qualifications, and should prove their aptitude for the industry which they are willing to study. Applications will be received by the Director of Public Instruction, Eastern Bengal and Assam, up to the 10th June 1906.

THE Government of East Bengal and Assam has called the attention of the Calcutta University to the serious misbehaviour of the students and teaching staff of the Banwarilal and Victoria H. E. Schools at Serajgunge in the Pabna District. The letter states that the contumacy which has been displayed by both masters and boys of these schools in connection with the orders regarding boycotting and picketing in connection with the Swadeshi movement forces the Lieutenant-Governor to recommend to the Syndicate of the University that the recognition extended to these schools should

be withdrawn. The Syndicate of the University has accordingly called upon the schools concerned to show cause why under the circumstances mentioned the privilege of recognition should not be withdrawn.

THE Rev. C. C. McCown, of the Methodist Episcopal College, Calcutta, has been ordered home and has left Calcutta, probably for good.

MR. C. Russell, Professor, Presidency College, is appointed to act as Principal of the Patna College, vice Mr. H. R. James, about to go on leave. Babu Hem Chandra De, Professor, Bethune College, is appointed to act as a Professor in the Presidency College, vice Mr. C. Russell.

MR. J. A. Chapman, Lecturer on Modern English for the Commercial Classes of the Presidency College, Calcutta, is appointed temporarily to act as Principal of the Calcutta Madrasah.

PUNJAB.

THE students of one of the schools attached to the Punjab Medical College, numbering 250, have gone on strike. They waited on Colonel Bate, Inspector-General of Civil Hospitals, outside his private residence with a petition regarding their grievances. He declined to consider any representations unless submitted through the proper channel, namely Colonel Perry, Principal of the College. After being harangued by the ringleaders, they decided not to do this, but to cease attending the classes until they obtained redress. Colonel Perry gave orders to clear the Boarding House if they did not submit within 24 hours. They asked for 48 hours' notice for the sake of convenience. They got it and all cleared out within that time. They have since enlisted the sympathy of the students in the other Government Colleges, who have been holding indignation meetings at which lawless speeches have been cheered.

Some of the medical students show a disposition to return to discipline, but they stand in fear of the leaders, who, knowing they will never be readmitted and have nothing further to lose by not surrendering, keep agitating and intimidating the others. In one case, a student, on his way to the Principal to beg for pardon and re-admission, was waylaid and badly assaulted. The school, which is one of two institutions embraced by the Medical College, is distinct from the College proper and trains practitioners of the Hospital Assistant Class. The students have reason for thinking that the lot of this class is an unhappy one on account of the small pay, low status and exacting work. They memorialized the Government over a year ago, but received no reply. The fine Boarding House was built to save the youths from various parts of the Province from the risks of living in scattered lodgings in the city and bazaars.

[JUNE 1906.]

THE Director of Public Instruction, Punjab, desires to establish a school for the blind. With this object in view inquiries have been carried on for over two years and visits have been paid to other schools of the kind. Difficulties regarding teachers and text-books are great, but it is hoped that either through missionary or Government agency a blind school may soon be opened at Lahore.

MR. W. BELL, C.I.E., Director of Public Instruction, Punjab, presiding at a prize distribution at the Mahomedan School, Rawalpindi, said that too many prizes were given, that the prizes were to a great extent cheap and trashy, that many of them were given without regard to competition or effort, and that he did not approve of rewards for "honesty," good manners, good conduct and other moral qualities. In his opinion to reward a particular boy for being honest was to degrade the whole school.

A LARGE physical laboratory is to be built by the Punjab Education Department in Lahore as soon as the new P. W. D. offices are constructed.

THE student who stood first among the successful candidates at the recent Entrance Examination (Arts Faculty) of the Punjab University, belongs to the Khalsa College, Amritsar. This reflects no little credit on the institution named, especially as the examination this year was rather stiff and nearly 66 per cent. of the candidates were "ploughed."

TO THOSE behind the scenes in the matter of the unpublished history of inter-school and inter-college sports in the Punjab, says the *Civil and Military Gazette*, the following extract from the report of the Headmaster of the Central Model School, Lahore, will carry considerable meaning:—"Without casting any aspersion on the conduct of the boys of any school in particular, I venture to think that, notwithstanding the efforts of school authorities, Indian students have yet to learn the most valuable lesson from the West, namely how to accept a defeat in a game."

IT was recently decided by the Punjab University that the Senate should be open to the Press. It has now to be considered whether the Press should be open to the Senate. The Senate was occupied for more than an hour in discussing whether certain papers should be laid upon the table. The argument on one side was that the papers were confidential and could not be "laid without impropriety." The argument on the other side was that whether the papers were confidential or not the Senate could not do its work without them. When the wrangle had warmed every body, the papers were surrendered to the Senate, and the Senate, not having time to wade through the voluminous roll, managed to get through its business without reading them!

UNITED PROVINCES.

A PROPOSAL of the Central Hindu College Teachers' Union has been addressed to Headmasters and teachers of all schools throughout the United Provinces, to hold a Conference of School Educationists during the ensuing *Puja*, vacation in Benares, to discuss various questions of general educational interest, and to consider the advisability of establishing an organisation of teachers in the United Provinces. A copy of the proposals has been forwarded to the Lieutenant-Governor, who has replied that he is entirely in sympathy with the objects which the Union has in view. The Director of Public Instruction has also sent a very sympathetic reply.

THE results of the Vernacular Final Examination, which appear in the *United Provinces Gazette*, present several features of interest. The total number of candidates, which barely reached four thousand in 1903, has risen to 5,256. In many districts the proportion of candidates who have passed the examination in the first division is very small, while the number who have gained distinction in either mathematics or the language in which they present themselves for examination, is still smaller.

THREE hundred students of the Hospital Assistant Class of the Allahabad Medical College have gone on strike. They are, it is said, made to do menial work in hospital wards and such work in the outdoor dispensary as standing at the doors to prevent a rush of people, fetching medicines, blank tickets, bundles, etc., from the central store-room, conducting new patients indoors, carrying the doctor's hand-bags and waiting with soap and towel.

MR. H. Sharp, M. A., has resigned his office as a Fellow of Allahabad University, and Mr. R. M. Gavin Spence, M. A., Superintendent of the Training Institution, Jubbulpur, has been appointed an ordinary Fellow of the University.

THE death has occurred at Naini Tal, of Brother Augustine, late Headmaster of St. Francis's School, Lucknow. Some time ago, on the advice of the Rector, Brother Augustine went for change to Allahabad. The Civil Surgeon subsequently ordered him to Naini Tal, where he died in the Ramsay Hospital.

HYDERABAD.

THE Nizam's College, Government High School, and City High School, all meet in private buildings rented by the Nizam's Government for a sum amounting over H. S. Rs. 7,000 yearly. A prudent Government would long ere this have either purchased or built suitable buildings for scholastic purposes.

BURMAH.

AN endowment of Rs. 2,000 contributed by Mr. E. G. Man, a barrister of Rangoon, is to provide prizes for the study of English History, more particularly English Naval History, in the schools of Burma. There will be five prizes to be called the Garnet Man Prizes for English History and to be awarded annually, one to each of the five principal schools in Rangoon.

INDIA (GENERAL).

WITH reference to the Technical Scholarships offered by the Government of India, the Government have had under consideration the question whether a form of agreement should be prescribed for execution by persons appointed to these scholarships. As these scholarships are intended generally to encourage and develop the industries of India and not merely to further the private interests of the scholars, the Government have decided that there should be an agreement providing (1) for the refund of the amount disbursed to scholars in the event of

their failure, through any default on their own part, to complete the prescribed training, and (2) for the return of the scholars to India for a period of at least five years after the completion of the course. The form of agreement which should be executed by those holding these scholarships, is now published, embodying the conditions above named. Candidates on their return are at full liberty to take up private employment; Government will be under no obligation to provide them with employment.

It is stated in the Home papers that information has been received at the India Office to the effect that the scheme for the development of Technical Education among the people of India has now assumed practical shape, and that, under the auspices of the Viceroy, a Council is being formed to superintend the carrying of it out in all its details. It is added that at a private meeting, which was attended by the Prince of Wales before leaving India, very liberal promises of contributions were received from various Native Princes, and it is understood that these will be supplemented by a substantial Government grant.

A Text-Book of Type-Writing,

By S. VAIDYANATHA AIYAR,

PRICE Rs. 2-0-0.

Officially recommended by the Director of Public Instruction, as a Text-book for the Madras Government Technical Examinations in Type-Writing.

OPINIONS:

His Excellency Sir Arthur Elibank Havelock, J.O.M.G., G.C.I.E., Governor of Madras.

"His Excellency wishes me to thank you for the copy of your 'Text-book of Type-writing,' which you have been kind enough to send him. It is perhaps hardly necessary to add that he considers a knowledge of Shorthand and Type-writing one of great value."

The Hon'ble Mr. A. T. Arundel, B.A., I.O.S., Senior Member of the Council of His Excellency the Governor of Madras.

"I beg leave to acknowledge with thanks a copy of your book on Type-writing. It seems to be very complete and will, I hope, be found of use by learners."

Mr. M. Hammick, I.C.S., Secretary to Government, Local and Municipal, Educational and Legislative Departments.

"Thanks for your book which I have no doubt will fulfil a useful purpose."

The Hon'ble Mr. D. Duncan, M.A., LL.D., D.Sc., Director of Public Instruction, Madras.

"Thanks for the copy of your 'Text-book of Type-writing,' which I was very glad to get. There is no doubt but that Type-writing is learnt in a hap-hazard way and it is high time that an attempt were made to place the subject on a sound educational footing. The book will be very useful wherever Type-writing machines are found."

The Educational Review.

We very heartily congratulate Mr. A. Thyagarajan on the very great distinction he has gained at Cambridge. To be Senior Wrangler is generally recognized as the greatest University distinction in Great Britain, and Mr. Thyagarajan has been bracketed first in the Mathematical Tripos at Cambridge. We congratulate him, his family, the Presidency College, Madras, and Mr. Middlemast, under whom he studied. We may be sure that Mr. Middlemast rejoices more than if he had gained the coveted honour himself. He is not the first Indian Senior Wrangler, since Mr. Paranjpye, as our readers will recollect, was also bracketed, equal with another as Senior Wrangler. It will be interesting to learn what calling Mr. Thyagarajan proposes to follow.

We may venture to express a hope that he will not become a practising Barrister. The preponderance of the legal element among educated Indians is not by any means any unmixed gain. The lawyer acquires a certain mental outlook and is too inclined to place too great a value on the faculty of ready speech. Even in Great Britain where the merchant and professional classes are much more numerous and influential than they are in India, it is said that the House of Commons suffers from a disproportionate representation of the legal element.

We do not want to be misunderstood, we would not wish to see any reduction in the number of able and successful lawyers, but we believe it would be better for the country if there were associated with them in public affairs a number of merchants and prof-

Again, with some diffidence we suggest that Mr. Thyagarajan should think long and earnestly before he decides to compete for the Indian Service. It is a service to which Indians of talent naturally aspire, and it is a service to which any man might be proud to belong. Nevertheless it is well that Indians should look full in the face the disadvantages of the service, as far as they are concerned. Perhaps it is not a very important point that they are obliged to serve in a province that is entirely strange to them. They come among a people with a new language, new customs, new ideals, and are denied the joy of serving their own people, using the familiar tongue and living among familiar surroundings.

But there is one very serious drawback to the Indian Civil Service in the case of Indians. It is not often talked about, still less is it written about, but it exists, and it is as well to face it. The young Indian, who has achieved distinction at Oxford, Cambridge, or other British University, and has entered the Civil Service, naturally expects to be received on terms of social equality by the European element of the town which he makes his headquarters. Having formed many personal friendships with young Englishmen at the University, and having been received with kindness everywhere, it comes somewhat as a shock to find, that though officially he may be the chief personage in the place, socially he will be looked down on by some and his friendly advances repelled. It is so, we are sorry that it is so, but all the wishing in the world, and all the scolding in the world will not at once set matters right.

Its disadvantages.

We fear that in this matter European women are often harder to manage than the men, and that they are chiefly responsible for the social disadvantages under which the young Indian Civilian labours. In some cases, well-known cases, a young Indian Civilian with acute sensibility has suffered greatly, but if instead of extreme sensitiveness there is a sturdy manliness that can overlook petty pin-pricks, and a cynical humour that can even find a certain pleasure in watching the antics of our fellow-creatures (Lord! What fools these mortals be!) then we do not see why the Indian Civil Service should not be chosen, and if Mr. Thyagarajan or anyone else informs us that he considers it a duty to look beyond personal feelings and to adopt what seems to him the best way of serving his country, we can only bow in acquiescence.

It is said that the British merchant too often prints a catalogue of his goods in English, with English prices, and sends it broadcast, believing that he has done all that can be fairly expected of him, and that if he does not get orders, the cause is the want of enterprise on the part of others and not on his. This reproach has, we believe, been in a great measure removed by a recent development of activity in commercial matters, but publishers still seem to adhere to the old-fashioned ways. It is no uncommon thing for four or five or more copies of one and the same catalogue to arrive at the same time and be delivered to the same person. They are variously addressed: 'To the Principal, —College,' 'To the Professor of History, —College,' 'To the Professor of Logic, —College,' 'To the Headmaster, High School,

—College,' 'To the Headmaster, Middle School, —College,' 'To the Headmaster, Primary School, —College.' Needless to say the postman delivers all these to the Principal himself, so that one copy would have sufficed. We write these lines in the faint hope that they may catch the eye of the editor of some publishing journal in England, and we will therefore explain that such catalogues are practically useless, are rarely opened, and are promptly dropped into the W. P. B. Books have to be 'recognized' before they can be introduced as "class-books." This however is not the case with prize or library books. Practically the only firms that have any success in India are those that have branches in India, or agents who see that their publications are placed before Text-book Committees and the various Boards of Studies in the Universities. Firms that have been thus enterprising seem to have done remarkably well, but as for the catalogue-senders we fear that thousands of catalogues reach India by every mail, that might just as well have been dropped overboard from the mail-steamer.

When we wrote the article on 'The School Atmosphere,' we said that religious teaching would probably spread in India and that then the principles enunciated in the letter to the *Spectator* would deserve very careful consideration. Matters are much further advanced than we thought. At the time of writing we had not come across a letter by the veteran R. Raghunatha Row to the local press, in which he mentions that the Director of Public Instruction in the United Provinces is notifying by circular that religious instruction may be imparted in schools on certain conditions. What is allowed in one province cannot well

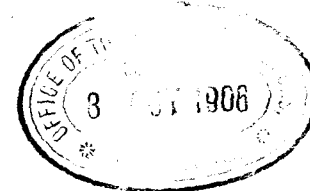
Swadeshi Institution. For a Swadeshi movement of the right kind, we have, as reasonable beings are bound to have, great sympathy. Nothing therefore would give us greater pleasure than to see Pachaiyappa's taking, as it might well do, the foremost place among the colleges of this Presidency. Unfortunately it lags behind. There is an uncomfortable feeling widely prevalent that the management is not what it ought to be, that the Principal is not supported as he ought to be. There are said to be factions among the Trustees, with the result that if one side approves of suggestions made by the Principal, the other side forthwith opposes. Thus the Principal is disgusted, and leaves as soon as he can, and the interests of the College suffer.

Now we ask the Trustees to believe that it gives us no pleasure to write in this strain. Where Dilatoriness. Indians are pressing for a larger share of self-government, their fitness for an advance in this direction is naturally estimated by their ability to manage what is their own. Every failure is noted by a thousand eyes, to be made use of as an argument against the administrative capacity of the Hindus. We deeply regret therefore to hear that either through the usual spirit of procrastination, or through a want of agreement among the Trustees as to the best persons to be selected, not only has the vacancy on the Board caused by the lamented death of the late Rai Bahadur

C. Jambulinga Mudaliyar last March, not been filled up, but that a second place which fell vacant over a year ago, still remains empty.

We are decidedly of opinion that the two new Trustees to be appointed—
A suggestion. pointed—should be men with some practical knowledge of school management. A man may be a sound and eloquent lawyer or a successful merchant, and yet be out of place as the manager of an important Educational Institution. Further, personality is an exceedingly important point. If a man is notoriously difficult to get on with, then, whatever his other qualifications may be, he should be kept off the Board. It ought not to be difficult to find in this great city men with first-hand knowledge of a school manager's duties, who will put the success of the College before everything else, and will in consequence sink personal rivalries and pull together. The demand on a Trustee's time is not, we believe, very great. We will not mention names, but there are Indian Professors belonging to the Presidency and Christian Colleges; there are managers of flourishing Indian High Schools, who should be invited to serve.

If the Board were to turn over a new leaf, the resources of the Hindu community are so great, that were it to be really stirred, there would be no limit to the possible developments of the work done in this grand old College. Floreat Pachaiyappa's!



The Educational Review.

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GOVERNMENT COLLEGES IN 1905.

I. *Presidency College.*—The changes in the staff were numerous and important. Mr. Bilderbeck, the Principal, went on furlough, Mr. Allen returned from furlough and took over the Principalship from Mr. Middlemast, who acted as Principal in the interim between Mr. Bilderbeck's departure and Mr. Allen's arrival. Mr. Duncan was appointed Professor of English. The late Dr. Sathianathan reverted from acting as Deputy Director of Public Instruction to the Professorship of Mental and Moral Science and then in a few days went on furlough. There were a large number of changes among the Assistant Professors, which we imagine must be detrimental to the work done in the college.

In June plans and estimates to add two large lecture halls and two rooms for the use of the Professors were received from the Consulting Architect to Government and submitted to the Director, and regret is expressed that in spite of the Director's hope that the accommodation would be provided within the year, the work was not even begun. It was only about six weeks ago that the expenditure was sanctioned and already the work is in hand. Proposals were also made to enclose the college premises and cricket ground to prevent continual trespassing by the fishermen and others. A proposal was also made for the establish-

ment of a mathematical laboratory, and an indent for astronomical apparatus submitted.

There were on an average five hundred students in the college as against four hundred and eighty-four last year. We have arrived at these figures by averaging the figures given for the First and Second terms. By averaging the numbers on the roll each month the figure obtained is 482 with an average daily attendance of 445, but as the similar figures for 1904 are not given, we have for purpose of comparison given the figures as above. When there were 489 on the rolls there were 7 Europeans or Eurasians, 7 Native Christians (Non-Panchamas), 7 Muhammadans, 370 Brahmins, 96 other high caste Hindus. Again, classing the students according to wealth we find that 51 belonged to the richer classes, 412 to the middle classes, 26 to the poorer classes; while as regards the occupation of their parents, 224 belonged to the official class, 3 to the petty official class, 145 to the land-holding class, 20 to the trading class and 97 had parents pursuing other occupations. No fewer than 83 belonged to Tanjore District while as many as 72 came from Malabar, a considerable increase on the figures of the previous year. We regret to observe that the number of Muhammadans has fallen off. Taking the figures for the B.A. classes for the Second Term we find that 89 took up

History as their optional subject, 64 Mathematics, 50 Physics, 46 Mental and Moral Science, 30 Chemistry, 23 Geology, 20 Botany, and 16 Zoology. There were 21 students reading for the M. A. Degree, of whom 6 took up Physics, 5 Mathematics, 5 Chemistry, 2 Geology, 1 Zoology, 1 English, and 1 History. During the year nearly six hundred books were added to the library. More space for books and students is required. During the year over 5,600 books were issued to students from the General Library, 1801 were taken out for consultation, and the Consulting Library was made use of on more than 8,000 occasions.

The college did well in the University Examinations, the percentage of success in the F.A. and English Language Division of the Degree Examination being decidedly above the general average for the whole Presidency. One student took the first place in all three subjects for the B.A. Degree, English, Sanskrit and Physics. Eight other first classes were obtained, and eight University Medals and three University Prizes won by Presidency College students.

The sum realized by fees was over Rs.45,000, considerably more than five times the sum realized as fees from 372 students in the two Mysore colleges. The total expenditure slightly exceeded Rs. 1,38,000.

The Cricket Club was unsuccessful in the Inter-collegiate Competition, but won ten matches and drew two out of fifteen played. The Football Team had another very satisfactory season, and won the cup offered by the college for competition by the colleges of the Presidency. The college also won the Havelock Trophy of the Madras Athletic Association. The Hockey Club is active, popular and successful. The Literary Society was popular

and active, but the History Society declined to a membership of five.

Mention is made of the highly successful entertainment given by the students to Mr. Bilderbeck on his departure to England. It was entirely organized by the students themselves and did them credit. On an average one-hundred and twenty-five students were living in the Victoria Hostel.

Five meetings of the College Council were held during the year. The Report concludes with a summary of remarks made by individual Professors. The Professor of Chemistry lays stress on the necessity of providing facilities for the study of Chemistry beyond the B.A. standard. If the M.A. students are to study with profit, they require the whole time and attention of a qualified teacher. The Professor of Physics notes an interesting discovery made by a post-graduate student. The Principal as Professor of History notes the institution by him of library classes for those taking History. Those reading this subject read for six or seven hours in the library weekly. The extension of this arrangement is very desirable but will require large additions to the furniture and staff.

The Director in his proceedings remarks that the report furnishes evidence as to the continued efficiency and popularity of the college, upon which the Principal, the Professors and the staff of Assistants deserve to be congratulated. The Director incidentally mentions that the plans and estimate for the construction of additional lecture rooms were submitted to Government as long ago as July, 1905. Yet the expenditure has only just been sanctioned. Surely a less period than ten months might have sufficed. The Director remarks that he has read with pleasure the Principal's remarks on the working of the

Athletic Association and various societies attached to the college. The net cost per student was Rs. 192.

II. *Rajahmundry College*.—Mr. Allen acted as Principal during the First Term, Mr. Hunter returned from furlough in July and resumed his place as Principal. There were many changes in the staff during the year. Great improvements have been made in furniture, but with regard to the extension of the building no advance seems to have been made. "The first year class is still located in a part of the hall, and the staff is still without tiffin and retiring rooms. The carpentry students still find shelter in a portion of the college stables, which however makes a better workshop than the dilapidated shed they formerly occupied. As regards the Metcalfe Hostel, there has been during the year, more correspondence, some revision of plans and a Government Order, but otherwise things seem to be exactly where they were." The strength of the college was maintained, the average for the two terms being 217. Of the 238 students reading in the Second Term, 204 were Brahmins, 32 other high caste Hindus, and 2 Muhammadans. Classified according to wealth, none belonged to the richer, 218 to the middle, 20 to the poorer classes; classified according to the occupation of parents or guardians, 72 belonged to the official class, 3 to the petty official class, nine to the trader class, none to the artisan class, and one hundred and fifty-four to the landholding class. 201 were taking Telugu, 32 Sanskrit, 2 Uriya, 2 Hindustani, 1 Tamil as their second language. Of the eighty-five B.A. students, 28 took as their optional subjects Mathematics, 40 Physical Science, and 17 Philosophy.

The total number of books in the Library was 4,887 of which 2,455 were issued to

students and 796 to the staff during the year, not including 2,770 volumes issued for reference. Here too, as at Presidency College, classes are made to read in the Library, it is hoped with very beneficial results. The examination results were well above the average for the Presidency, but the Principal is not satisfied. This is of course the right standpoint. There will never be any progress as long as everyone is content not to be worse than his neighbour. Games were well looked after; gymnastics, drill and carpentry were taught. The average attendance at the carpentry class was poor. This is explained by the fact that the holding of the class in the early morning requires an extra journey to and from college on the part of those attending.

At Rajahmundry there has been in existence for some years a system of loan scholarships. Steps were taken during the year to recover arrears, but no further loan was issued, as the Principal believes that past experience does not warrant any return to the system. He makes however an exception in the case of post-graduate students who cannot obtain Government Scholarships. The average number of students residing in the college hostel was about 37. The fees amounted to over Rs. 15,000 and the expenditure to a little over Rs. 31,000. The net cost to Government per student was Rs. 68.

The Director regards the working of the college during the year as satisfactory, and explains that the orders of Government are awaited as regards increased accommodation, and that the delay in the erection of the Metcalfe Hostel is due to the difficulty in acquiring a suitable site.

III. *Kumbakonam College*.—The report begins by the long list of changes in the staff

that seem to be inseparable from the working of Indian colleges. There were 78 reading in the B. A. classes and 147 in the F. A. classes. The accommodation provided is insufficient for classes of such strength; they have to be located in the Examination Hall, which is therefore diverted from its proper purpose. As might be expected, practically all the students came from the Tanjore District, just as in the case of Rajahmundry practically all the students come from the surrounding districts. Of the 224 students, 207 were Brahmins, 15 non-Brahmins and 2 Muhammadans. Eight belonged to the richer classes, 187 to the middle classes, and 29 to the poorer classes; classified according to the occupation of parents or guardians, 54 belonged to the official class, 6 to the petty official class, 7 to the trading class, 153 to the land-holding class, 1 to the artisan class, and 3 are miscellaneous. In the University Examinations the F. A. results were good but the B. A. results were very unsatisfactory. The percentage of success in English was extremely low. The failure list has attached to it a list of the professors teaching the respective subjects, and this list itself explains the failures, for first a man taught for a month or two, and was then replaced by another, who taught for a few months and was in his turn replaced by a third. This must be very unsettling both to professors and to students.

Over 3000 books were issued from the Library, and nearly 2000 books other than dictionaries were consulted during the year. The latter figure shows a great decline on the college for 1904. It is explained that the Presidency as a library had no seats. Trophy of naturally students like to sit down. The Hockey Gen they cannot, use the library cessful. The year 1904 included a large

number of bound periodicals. These of course are not really part of a consulting library. The Principal somewhat slyly remarks: "The discipline of the college was satisfactory and the members of the staff report favourably on the working of the tutorial system, though as far as I am aware the tutors do nothing more than meet their wards for half an hour once a month at the tutorial meetings, and countersign leave applications." The literary and other societies were fairly active. All classes are drilled once a week, gymnastics being optional: football and tennis continued to be popular and an increased interest was taken in cricket. The college teams won several football matches and did well in inter-collegiate sports. The receipts amounted to over Rs. 17,000 and the expenditure to nearly Rs. 35,000. The proportion is fifty per cent., the same as at Rajahmundry. The net cost to Government per student is Rs. 76. The college hostel was opened in the middle of the year, and forty students were in residence in the Second Term. "Eight students were helped from the Poor Students Loan Fund. The Fund is languishing, subscriptions having fallen off, and the old students who have received help from it not having as yet returned any portion of the money received by them." This is not creditable to those who have been assisted, though doubtless there has been great delay in applying for the return of the loans. The non-success of this Fund at Kumbakonam confirms the experience gained at Rajahmundry and shows that excellent as is the theory, these funds are not workable in practice. The report concludes by stating that the accommodation is insufficient and that two large class rooms to accommodate the large F. A. classes will have to be provided. The Director in his

Proceedings remarks that the results of the B. A. degree examination, particularly in the English Language Division, and in the History Branch were very disappointing. "The fact that not a single student secured a pass in the first class in any branch of the B. A. examination is not creditable to the college." He remarks that greater strictness is apparently desirable in promoting students from one class to another and in issuing certificates that the students' progress has been satisfactory. He points out that the library was not much used and that it does not speak well of the self-reliance of the students or of the measures taken by the college staff to promote it, that on the average a student consulted only seven books in the course of the year and took out only three class-books. The issues from the general library were only eight books on an average for each student.

The student educated at a mofussil college has less chance of acquiring idiomatic English than a college student in Madras. We have heard experienced educationists say that they can always detect a Kumbakonam student by his defective English. Whether this be a flight of the imagination or a reality, Kumbakonam students need not go out of the way to accentuate their deficiencies by inadequate use of the college library. Extensive reading is, if not the only way, certainly the readiest way of acquiring a good knowledge of English.

IV. *The College of Engineering.*—The Report begins with a mention of the various changes in the staff. As in the case of the preceding colleges, the Principal who writes the report, was in charge for only the second half of the year. The Second Professorship of

Engineering was sanctioned by the Secretary of State so long ago as 1900, but was filled for the first time by the appointment of Mr. Griffith, who entered on his duties in January, 1905. He resigned in June to become Engineer to the Madras Corporation and was succeeded by Mr. Ryves. Mr. W. H. Goddard, Instructor in Surveying and Drawing had been granted sick leave in 1904 and died in England on the 27th January, 1905. "By his death the college lost a most capable and devoted Public Servant, a man who never spared himself, and with whom duty was the guiding principle of life." At the end of the year there were 64 in the Engineer class, 126 in the Engineer Subordinate class, 74 in the Sub-Overseer and Surveyor class, and 60 in the Draftsman class. The total number maintained the average of the four preceding years. Indeed the number on the rolls is only limited by the accommodation, for, of seven hundred applying to enter, only one hundred and thirty were admitted. The number of applicants for the Engineer Subordinate class showed a marked increase, no fewer than 188 applying for admission, while as many as 291 applied for admission to the Sub-Overseer and Surveyor Class.

Excluding the students engaged on their practical courses, there were at the end of the year 293 students of whom but 7 were Europeans and Eurasians, 11 Native Christians, 8 Muhammadans, 209 Brahmins and 58 Non-Brahmin Hindus. All districts of the Presidency except Ganjam contributed students, but a very large proportion (86) came from Tanjore, and 27 from Trichinopoly. Madras only sent 13. Of the students four belonged to the richer class, 256 to the middle class and 33 to the poorer class, while the official class was represented by 124, and land-

holders by 124, traders by 16, petty officials by 13, artisans by 5.

The college examinations of the Engineer and Engineer Subordinate classes appear to have been very satisfactory and that of the Draftsman class to have been unsatisfactory. The percentages are said to be below the average, a result which is mainly attributed to the frequent changes in the staff and the consequent want of continuity in the system of teaching.

Eleven Engineer and twenty Engineer Subordinate students were under instruction. Seven of the Engineer students who elected to become Mechanical Engineers, attended a Workshop Course; four in the Perambore Works, and three in the P.W.D. Workshops, Madras. Four who elected to become Civil Engineers, worked in D.P.W. Divisions. The Engineer Subordinate pupils went through the course in D.P.W. Divisions, and the reports on their work from Executive Engineers were generally favourable. A Survey Camp was held near Pallaveram for four weeks and the work done was on the whole satisfactory. 236 students were in camp and the total cost was Rs. 2,000. The Senior Division of the Engineer class visited the Cordite Factory at Wellington, the Karteri Power Works, &c. Other divisions of the various classes, 262 students in all, visited Irrigation Works. Mr. W. H. James, the Professor in charge of the Workshops and Laboratories, reports that in all 300 students attended the Workshop during the year and that the progress made was satisfactory, considering that the limited accommodation made it only possible for each student to be taken once a week for a few hours. Investigation was made of mortars. The Hockey connection with the Tungacessful. The connection with this

protracted labour Mr. James testifies to the valuable help given by subordinate members of his staff, who cheerfully sacrificed much of their spare time. He once more emphasizes the urgent need of more accommodation. The various athletic clubs were fairly well supported and were successful.

The re-arrangement of the library and the preparation of a catalogue were commenced. The library contains 4,473 volumes and 2,450 books were issued, and 1000 consulted during the year. The need is expressed of a larger grant if new and important professional works are to be added. The success of students in the University Examinations was but moderate, 3 out of 6 passing the B.C.E., and 6 out of 20 the First Examination in Engineering. Passed students seem to have no difficulty in securing employment. In December, 1904, Government appointed a strong committee to revise the curriculum of the college. It was also directed to consider the question of additional laboratories and other buildings. The committee submitted its report, dealing not only with the syllabuses and accommodation, but also with the question of staff and administration. These points were referred back to the committee for further consideration. The expenditure amounted to close on one lakh, the receipts to close on Rs. 31,000. The net cost of educating each student was Rs. 229.

Colonel Love closes his report by paying a hearty tribute to Mr. James, whom he describes as his right hand man in all matters connected with the college.

V. Government Training College, Rajahmundry.—Mr. Allen was in charge till May; Mr. Hunter on returning from furlough took over charge in July. Mr. T. V. Subbarao Pantulu vacated, on his retirement from ser-

vice, the post of Vice-Principal which he had filled with credit from the date on which the Training College was instituted. During the year the college buildings had been considerably extended but the additional rooms had not, as far as the year under review is concerned, come into use. The Principal submits a separate report on the question of buildings for a hostel and the primary practising classes.

The strength at the end of the year was 149, of whom 8 ranked as First Grade Collegiate, 8 as Second Grade Collegiate, 17 as Upper Secondary, 22 as Lower Secondary, 49 as Primary, and 43 as belonging to the Training class for Teachers in Rural Schools. The last class is new, and considerably raises the total number under training. 126 were Brahmins, 14 Non-Brahmins, 7 Native Christians, 2 Panchamas. Not a single Muhammadan teacher was under training. Seven out of eight passed the L.T. theoretical, and five out of seven the L.T. practical, excellent results which reflect great credit on the teaching staff. A very much better use was made of the library by the staff and teachers under training. The college societies did fairly well. The class for training teachers for Rural Schools was formed in August. The students are declared to have much benefited by the course. All the students in training received instruction in Elementary Botany, Horticulture, Zoology, and practical gardening. Visits were paid by the Lower Secondary and Rural Grade Teachers to the local museum, the Samalkot Sugar Farm and Factory, etc. The total net cost to Government was slightly over Rs. 15,000, an average of Rs. 101 for each student. In the Practising School there were 410 boys, 337 in the Upper Secondary and 73 in the Lower Secondary classes. Of these 310 were Brahmins, 92 Non-Brahmins,

8 Muhammadans, while the Native Christians were not represented. 20 belonged to the richer classes, 221 to the middle classes, 169 to the poorer classes. The official class was represented by 112, the petty official class by 8, the trading class by 31, the land-holding class by 249, and the artisan class by 8. There were 2,727 books in the library; 751 were issued to members of the staff; 1,383 to students under training, an average of less than ten per student; 1,261 to pupils of the Practising School, an average of three per student. The Practising School is self-maintaining. The Matriculation results were very bad, the only consolation being that they were higher than the average for the whole Presidency. "Very few pupils of the Sixth Form were debarred from appearing. Indeed the results of the school examinations would in no way have warranted such prohibition. It follows that either the members of the staff concerned failed in a remarkable degree to gauge correctly the qualifications of their pupils or else that the University examination was unduly strict." The Principal knows of no circumstances favouring the latter supposition and several which render it highly improbable. English and General Knowledge were the most fatal subjects. The Principal traces the failures in both to one and the same cause, insufficient knowledge of English, "which leads inevitably to fatal mistakes of study and instruction." The Vice-Principal is making efforts to improve the quality of the instruction given in the Practising School. The Director in his Proceedings notices with pleasure the measures taken to improve the nature knowledge of the teachers under training, and remarks that the condition of the Practising School does not appear to be altogether satisfactory.

THE MADRAS MUSEUM

BY

A EUROPEAN VISITOR.

THE morning after my arrival in Madras, a little before Christmas, I found the Museum without any difficulty; and lingered for a time outside, being charmed with the rich red tints of the buildings and the deep green leaves on the surrounding trees. The clock had struck seven, the doors were already open, and Indian youths were passing up the steps.

My attention was arrested by the following notice:—

"Natural History and Archæological Section."

This large board was intended, of course, for the inner building; but the outward and visible signs of the section were two chained monkeys, and a few small "records of the past." The monkeys came in for a great deal of notice; not only coolies and bandy-drivers went to see them, but also visitors who had come to look at all that there was to be seen in the Museum. Nobody troubled about the quaint stone relics, but all had a smile for the little man-like animals that were chasing the crows and swinging on the iron bars. Something seemed to tell me that the Natural History Section was the chief attraction within the handsome red walls of the Madras Museum.

Then I found my thoughts wandering to Museums in England and America, and I wondered how far the Madras Museum has grasped "the new Museum idea."

My thoughts were not very consecutive, for I had been in India then but a few hours, and everything above, around and beneath me was new and strange.

Sometimes my eyes wandered to the deep green foliage of the trees, and then, again, to the wonderful folds of the draperies worn by the natives—folds that hold a secret no European can imitate and make English clothes look stiff and commonplace.

Presently I thought of a strange little Museum in London that few people now visit, unless they desire to see the originals of "The Rake's Progress." This collection, made by Sir John Soane, who died in 1837, has all the faults of the by-gone Museum. It has a charm of its own, and it contains things of great value and importance; but it is small, dark, over-crowded and without order or system of any sort. It serves as an excellent object-lesson for all that a modern museum must not be. A hundred years ago an aimless collection of curiosities would pass muster, but to-day a museum must keep pace with the education of the masses. In other words, a modern museum must have a board school basis.

"The new museum idea" is that the first aim of a museum is education, and the second re-creation. Arrangement and classification are consequently of supreme importance. Things exhibited must be properly catalogued and carefully arranged, and special facilities must be given to students who desire to study the objects on view systematically.

There must be space, order, air, light and perfect cleanliness. "A museum is like a living organism," said Sir William Flower; "it requires continual and tender care, it must grow, or it will perish."

As to classification, there are three possible known systems at present, namely by date, by material, and by nationality. Which of these systems does the Madras Museum follow, I wondered as I walked up the steps.

In the vestibule I met with my first disappointment, for I wanted to buy a Museum Guide, and I was told that it is out of print.

"Perhaps if you go to the library they will let you see the only remaining copy," suggested a smiling attendant. So to the library I went; and by special permission I was allowed to use this valuable little book.

I read then, with some satisfaction, that the system adopted by the Madras Museum is "to organise the Museum on a geographical basis, and to make it fulfil the requirements of a reference guide to the natural history, arts, economic resources, etc., of Southern India only, supplemented in the case of natural history sections (animal and mineral) by an elementary or introductory series (index collections) by which the leading features of the structure of typical members of the various groups are demonstrated in a clear and simple manner and the terms used in describing them explained by means of illustrative examples."

The Guide-book started in the Elephant room, and left unnoticed a delightful little menagerie in the vestibule, where in clean, well-arranged cases and cages I saw a happy family of birds, small animals and snakes.

This place was evidently the centre of attraction for ninety-nine out of one hundred of the men, women and children who visited the Museum. I followed the Guide-book, and then, in the Elephant room, I stopped to hear the following little lecture. The speaker—a native teacher—stood in front of the big male tusker (the South Arcot rogue, killed in 1887) and talked to an eager crowd of children, boys who had come to do one bit of the Museum thoroughly, after reading up "elephants" in class.

"What is a rogue elephant?" a small boy asked.

XII

The teacher explained that occasionally an elephant loses all social instincts, and then its companions forsake it. It wanders about, doing all the mischief it can, and the Government gives a reward to the man who kills it. The teacher pointed out a section of the skull of an Indian elephant, in a glass case, and showed the boys its small brain compartment. He went on to speak of the marvellous intelligence stored up in that little ivory cell, telling story after story about clever elephants, and ending with the description of the court-martialing of an elephant, its roaring while the sentence is being read and the elephants told off for its punishment give it the ordered number of strokes with iron chains. He made the boys notice that the so-called tusks are really the incisor teeth, and spoke of the pearls in Ceylon that are said to have been found in the tusks of elephants. An elephant, he said, is "always teething," that is to say, during its whole life its molar teeth are constantly being re-placed. The life of a working elephant in India is about eighty years, but sometimes it lives to be one hundred and twenty years old. At birth the calf stands about three feet high at the shoulder, and its trunk is only ten inches long. It lives on milk for six months and then eats tender leaves and grass. He pointed out the cranial air-cells that enable the elephant's small brain to work so well, and showed the boys a model of an elephant's foot. The bones, joints and other parts of the two fine specimens of Indian elephants' skeletons in the Museum he made the boys carefully notice, and pointed out to them the numerous photographs on the walls illustrating the lives of elephants in the jungle and in civilization. He told the boys about the part elephants once played on the battlefield, and spoke of the ruined cities in

Ceylon built with the help of elephants, and the Dagobas there, which are the marvel of modern engineers, and he described how elephants dragged the boulders to the relic mounds and lifted them into position. He ended with a story about Prince Edward—the future King of England—who was not satisfied to see his father riding a horse at a great ceremony, but suggested, as it was “Crowning Day,” that the Prince of Wales should ride an elephant through the streets of London. Finally I heard the teacher say that the next subject of study would be the great whale in the centre of the main hall, and that when the boys had read about whales and their species, a visit would be paid to the skeleton of this monster whale with its 55 vertebræ complete and stretching 48 feet long.

Following the Guide-book, I found the Natural History Mammal Section divided under seven heads.

1. Primates—monkeys, lemurs, etc.
2. Carnivora—tigers, leopards, wolves, bears, etc.
3. Insectivora—hedgehogs, shrews, etc.
4. Chiroptera—bats, flying-foxes, etc.
5. Rodentia—porcupines, etc.
6. Ungulata—elephants, bisons, etc.
7. Edentata—scaly ant-eater (the only specimen of this order in Southern India).

Each of these sections would form an excellent class lesson, or rather series of class lessons, and although the specimens are few in number, they are well-cared for and carefully arranged.

Some previous study of mammals is, of course, pre-supposed if teachers give object-lessons on the spot, and in this direction the elementary or introductory mammal series arranged in the Whale-room would be found

very useful. Here the important points in the structure of mammals are illustrated, beginning with tegumentary structures. A written notice explains the arrangement, and descriptive labels are attached to the specimens, which include horns of sheep, antlers of deer, scales of the scaly ant-eater, the nasal horn of the rhinoceros and many more interesting things. The teeth of mammals are carefully arranged, and the absence of teeth in certain mammals is pointed out.

I stopped to look at the Cetacea (whales, dolphins) and an interesting specimen skeleton of the now almost extinct sea-cow (Sirenia), and then I went on to the Reptiles, Amphibians and Arthropods. The skeleton of the *Crocodylus porosus* that lived in the moat and was shot by the officers stationed at Fort St. George in 1889 had attracted a crowd; and I noticed that the crocodile itself came in for little attention, but the fact that a native had died from tetanus after being bitten by it, was much talked about. In this section I found an excellent collection of stuffed crocodiles, and also skulls, bones, and, in fact, every part of the crocodile exhibited, by actual specimen, or by photograph. It was the same with the tortoise, for everything connected with tortoises was shown, including eggs and worked-up tortoise shell. Land and water turtle were treated in the same way.

Lizards and snakes I found in their own section, and I was told that a spirit collection of snakes is kept in a store-room for the use of students. There were the cobra with its mottled hood, the mysterious python, Russell's viper and also water snakes. I saw a cobra swallowing a Russell's viper, and wondered how the cobra was caught in the act and preserved in spirits. Then I remembered a python in Australia that, after a fast of some

months, swallowed, or rather tried to swallow a white kid, and a photograph I had seen of it with the kid half way down its throat. In a fit of temper this python had knocked its head against the bars of its cage, and broken its jaws, and the kid had stuck in its throat and killed it.

I came next to a case filled with specimens of Arthropods, including crabs, spiders and scorpions, and also stalk and leaf insects. The manner in which the latter assimilate vegetable objects is among the wonders of the East. South Indian butterflies and moths I turned to next, and it seemed to me that the sun has taken the colour out of the first, for the specimens in the Madras Museum cannot compare in colour with the butterflies of Ceylon, although geologists say that Ceylon and South India were once one continent.

The bird collection showed in a satisfactory manner the feathered tribes of Southern India; and I read in the Guide-book that they all belong to the division Carinatae—or keel-breasted birds. The stuffed specimens, eggs, nests, osteology and paintings gave in a small compass the leading features of an absorbing study. I noticed, of course, the crow's nest made of the wires of soda-water bottles, and remembered that a modern Museum has two objects, to educate, and to amuse. Certainly the Natural History Sections of the Madras Museum fulfil both these purposes.

Then, being mindful of the fact that “the new Museum idea” inculcates “a little at a time” and “systematic study,” I turned back to the entrance, stopping to look at the skeleton of the flying-fox, that is so strikingly human that one could imagine such a ghost-like man flying through the air, with long claw-like fingers extended; a small, rapid, devilish

creature out of Swift's brain or Wells's imagination. I passed on to the *Loris gracilis* of which I had read so much, and tried to wake up the two little round balls in a cage at the entrance. Sir J. Emerson Tennant says that the Sinhalese make love charms from the eyes of these pretty little lemurs; and when, at last, a little *Loris gracilis* looked at me with large, intense eyes, I understood the superstition, a cruel one, too, for the same writer tells us that the Sinhalese hold the *Loris gracilis* before a hot fire until its eyes burst, in order to make the charm yet more efficacious. Grasping tightly by one hand a bar of its cage, and with its head buried in its thighs, this little creature sleeps all day. It has nocturnal, arboreal habits; and these habits have to be sacrificed for the sake of science by the little living specimens of the *Loris gracilis* that are among the prettiest things in the Madras Museum.

OUR PANDITS IN COLLEGES AND SCHOOLS.

WHEN every branch of Indian Education is being overhauled and reformed, the time seems to be opportune for a careful consideration of the position of Pandits in the Educational Machinery of the Madras Presidency, where the Second Language question has acquired some importance in consequence of the action of our University and in consequence of the culpable neglect of Madrasis, in their desire to obtain a mastery of the English Language, to cultivate a thorough knowledge of such languages. From the early days of University Education in this part of India, the purely utilitarian view of English Education appears to have swayed the minds of its recipients more than the æsthetic side. In Bengal and Bombay, Sanskrit and the

Vernaculars seem to have been studied with as much avidity as the English Language, and the result is that in these two provinces, we have a larger number of Anglicised Pandits than in the South. In Bombay, the names of Mandlik, Telang, Ranade, Bhandarkar and a host of others attest the fact that Sanskrit and Mahratti have received no less attention than English. In Bengal, the sacred language of India and Bengali are cultivated impartially. Hindi is the national language of the United Provinces. In the Madras Presidency, which is inhabited by immigrants from the north and where the Brahman element appears to have exercised great influence, the introduction of Aryan models in religion and language has considerably affected the natural growth of the Vernaculars, so much so that all affection for their own Vernaculars was rooted out of the hearts of the people. The interest was kept alive only by a few disinterested people. Tamil must have died a natural death long ago but for the labours of Pope, Caldwell and others. It would savour of meanness to attribute motives to the labours of these reverend gentlemen in that their object in studying the Tamil language was to approach the hearts of the masses for purposes of conversion. If a tree is to be judged by its fruit, then nothing but a lofty sense of duty is exhibited in the work of these renowned missionaries. They have influenced the action of our University in the recognition of these languages as subjects of examination. All inducements to study the Vernaculars have been from without and little from within the heart of the people. The result is that Sanskrit and the Vernacular languages have not been studied with that care and love which will enable the Educational Department to dispense with Pandits in their Schools and Colleges.

For purposes of this article it is necessary to divide the Pandits into two classes—those engaged in the teaching of Sanskrit and those teaching the Vernaculars. The term Pandit, as it is understood in common parlance, implies in regard to Sanskrit a thorough knowledge of literature, grammar and logic. These three subjects will usually take fifteen years of a man's life to master. Few, in this materialistic age, can afford the time and fewer still possess the inclination to pursue so long a course. It speaks much for the vitality of these languages that they have still devotees though their number is annually diminishing. In out-of-the-way villages may still be seen the Pandit learned in all the mysteries of Sanskrit, surrounded in the evenings by a batch of devout disciples eagerly devouring the interpretations and instructions of their Guru. It is to be remembered that the instruction is in most cases gratuitous, the Guru expecting not even personal service from his pupils. Such Pandits cannot be tempted into the public service even by the offer of munificent rewards. The orthodoxy of these people is of a very stern type.

Taking the Tamil language, we shall find that its votaries in remote places have been as unselfish as the Sanskrit Pandits of the orthodox kind. A systematic study of literature and grammar entitles a person to the name of Pandit. Whatever of scientific literature there is in Tamil consists mostly of translations from the Sanskrit and therefore need not be considered here. As in the case of Sanskrit, so in Tamil, proficiency in literature and grammar cannot be attained unless the student is at it for at least twelve years. The system of instruction is the same in both Sanskrit and Tamil. Master and pupil have the same relation. The spectacle of the late

Minakshi Sundaram Pillai and his students in the Tiruvavaduturai Mutt recalled the days of Agastya and his disciples of old. Mahamahopadhyaya V. Swaminatha Aiyar of the Presidency College was a student under the late Minakshi Sundaram Pillai. The late Tyagaraja Chettiar of the Kumbakonam College and the late Subbaroya Chettiar of the Normal College of the olden time were pupils of the same Pandit. All these have been successful teachers of Tamil in the institutions in which they were employed. Their success is due to their intelligence in adapting themselves to the conditions in which they were placed. If others of their class have not achieved like success, the failure is to be attributed not to the kind of education which they received but to their inherent incapacity and to the absence of co-operation and sympathetic treatment on the part of fellow-teachers and managers of schools.

We shall now proceed to consider *seriatim* the various causes that have contributed to the unpopularity and inefficiency of the majority of Pandits:

(1) The education of many Pandits employed in Schools and Colleges has not been of the right kind. Their Gurus, if they had any at all, have not been great masters. As a consequence their knowledge is scrappy and does not command respect.

(2) The majority of Pandits do not appear to be conscious of their defects. They are self-sufficient and woefully misunderstand any attempt to rectify their methods, and in the result well-meant efforts to set them right prove nugatory.

(3) Some do not prepare their lessons at home. Lessons are therefore given at haphazard. There is no plan of operations previously conceived.

(4) Several fail to discriminate between important and unimportant things. Memorising is insisted on.

(5) A funereal solemnity is demanded by some Pandits, against which youthful buoyancy rebels, and much time is wasted in restoring order with the help of the class teacher or of the Head Master. The Pandits become "the natural enemies" of the students.

(6) Their attempts to use English words in the course of their teaching excites ridicule among the youngsters and the judicious deafness and blindness which is so highly recommended for schoolmasters is not a distinguishing characteristic of the Pandits.

(7) A few are pedantic and talk in the class in so stilted a style that the boys grow weary and inattentive. Monotony is the rule rather than the exception. No wonder that the Pandits have not been able to inspire their students with a love for the language and literature they undertake to teach.

(8) Outside the books he teaches or has studied, the knowledge of many a Pandit in regard to the commonest things is inconsiderable. Their knowledge of geography or history is very crude. In addition to the knowledge of the language, Sanskrit or Vernacular explanations of natural phenomena based on folk-lore constitute in the case of many the chief or entire stock-in-trade of knowledge.

(9) They have a supreme contempt for all languages and literatures but the one in which they profess to possess proficiency.

(10) Their unwillingness or incapacity to learn a second language has in no small measure diminished their usefulness. Seldom have they placed two languages side by side for purposes of comparative study.

Pandits, in spite of all their defects as teachers in Colleges and Schools, have their bright side. They have an astonishing memory. They carry all their learning in their heads. They are masters of lexicons [the Nikhandus as they are called]. The rules of grammar are at their fingers' ends. They do not require any reference books for purposes of quotation. When in their own element, their powers of expression are considerable. The conversation of some of them is very engaging when the subject is allied to their studies. They are self-respecting and obliging to a degree. To what great advantages may not these good points be turned?

Time was when the richly endowed monasteries (Muttams) encouraged learning among the resident members. Not religion alone, but secular learning too was given *gratis* to all seekers of knowledge. The heads of Mutts were famous for their piety, charity, and learning. In many of these institutions possessed of immense wealth and possibilities for good, we find at the present day the opposites of piety, charity and learning. The head of a certain rich Mutt in this Presidency has become so defiant of public opinion as to cause himself and his concubine to be photographed together and allow the photos to be distributed to the public. The condition of many of these institutions is a grave scandal. The almighty rupee secures for these infamous creatures the support of men learned in the law, and no year passes without one of them getting into scrapes. Here is, so to speak, legalized misapplication of funds intended for a noble object. Litigation—endless litigation—is the only channel through which the funds flow in ever increasing volume. Teachers of the type

of the late Minakshi Sundaram Pillai have become rare and students rarer still. It is the business of the nation to keep alive the flame of patriotism by encouraging the study of its language. The nation being completely dead to a sense of its duty, an appeal to the Government of the day cannot be made one day too soon. But this is digressing.

The Department of Education may do something to foster the study of the Indian Languages. The appointment of Pandits who do not understand English should be discountenanced. The tests in the University and other Examinations should be made more difficult than they are at present. A higher minimum may be demanded for a pass in the Vernaculars than in the English Language. The Tamil Sangam at Madura aims at securing these ends. With all deference to the founders and the framers of the syllabus, it must be confessed that the ideal is too high for the beginning to be easily realized. The writer of this article had an opportunity at the beginning of this year of seeing the question papers and also the answer papers. The latter betrayed an ignorance which would not be excused in a student of the IVth Form of an English School. Yet the examinees were aspirants for the title of Pandits!

Along with a knowledge of English, a year's training in method in the Teachers' College will make the Pandits the best of their kind.

An Examination may be instituted by the Department of Education for the Pandits, the subjects being an Indian Language and English alone. Men who have passed University Examinations may also be allowed to appear at such examinations. In the course of a decade it is possible to officer all the Colleges

and Schools with the right sort of Pandits. Will the Department move?

The managers of schools and colleges have also a duty to perform. The pay and prospects of Pandits must be improved. A trained matriculate with no pretensions to any thorough knowledge of the subjects in which the University declares him to have passed, is paid more and held in greater respect than a Pandit who can pour out impromptu verses on any subject with the greatest ease and accuracy! This is discreditable to our countrymen. This reproach should be removed. There is no use laying the blame on the Government and the University.

K. VENKATA RAMA AIYAR.

MR. EARDLEY NORTON'S SPEECH

AT THE DIAMOND JUBILEE OF PACHAIYAPPA'S HIGH SCHOOL, CONJEVERAM.

In the course of his address Mr. Norton said that he was free to confess that when he was asked to preside on that occasion his first impulse was to say no; but he could not thrust aside the consideration that his father had had for many years an intimate association with Pachaiyappa's institutions, and that he had spent the best years of his life in this country generously and cheerfully fighting for the natives and their cause. He (the speaker) felt that there was a sort of hereditary responsibility upon himself to endeavour to continue the discharge of those duties which his own dear father used so admirably to perform. Apart from feelings of that kind, there was a special reason for his presiding over that function, *viz.*, the real and living interest that he took in the growth and permanency of native education. He did not believe that education was to be the panacea of all evil, but he believed that education amongst the masses would go far to spread such a sense of self-respect, such a desire for knowledge as to lift man in the scale

of his own self-esteem and make him a more worthy citizen of the State in which he lived. A good citizen could not be a bad man; and if their aim was to be good men, the best way of attaining that earthly salvation was to look very keenly into their own conduct in their relation to the State. That could only be acquired by taking advantage of such education as Englishmen had been able to pour into their laps. If Englishmen were entitled to boast of anything they had done in India, they were justified in their pride that from the time the educational policy had been inaugurated and unrolled, they had been generous in their educational measure both as to the quantity and quality of the gift they had bestowed upon the peoples here. If he were a statesman, which thank Heaven he was not, he would take pride in that recollection. He would be glad to admit and to proclaim that Englishmen had spread broadcast amongst the various nationalities of India such a quantum of education as no other country had ever offered to a subject race.

He was glad also that the best amongst his countrymen were not afraid of the results of education, and the consequences which English systems must necessarily carry in their train. Amongst his own people some men shrank, he thought unwisely, from the knowledge that education as it advances must not merely open and enrich the minds into which it is instilled, but must and would let the tongue of criticism loose. If he were an Indian administrator he would invite criticism and would not be afraid of any acts of his administration being subjected to the keenest scrutiny. English rule should have nothing to be afraid or ashamed of. So far from hiding himself from public criticism, he would draw aside the sheltering screens of place and favour and ask those he governed to tell him in what instances and to what extent they thought that he had been wrong. That policy of trust between the governors and the governed was a right policy and the only policy. If he was one of the governing class, he would be glad to

think that education gave them not merely the capacity to understand but the courage to criticise administrative measures. They were often told that people in this country were discontented. In the sense in which he understood the phase he rejoiced at it. He hoped that they always would be discontented. They would never progress in any walk of life, educational, professional, military, or the church, they would never advance one inch in the path of knowledge and discovery, unless and until they were discontented with their present position. Discontent is the mother of progress. It spelt advance. He would never be afraid if there was the spirit of discontent abroad. On the contrary, he would welcome it as a harbinger of reform in all branches of life. The true spirit of discontent was distinct testimony to the efficiency of the education that Englishmen were giving the peoples. He would be glad to be told when, and how, and where, he ruled badly, if he was a ruler. Then, at any rate, he would be in a position to cure his own shortcomings. It would then be entirely his own fault if he did not wheel himself into harmony with their legitimate wishes and aspirations.

It was a grave mistake to suppose that only the governed needed investigation and checking. The political education of the governors was not a system of perfection. They were as liable to error as those they ruled over, and the wisest were they who, recognising their humanity, stripped themselves of the cant of inviolability and submitted themselves honestly and gratefully to the cleansing and restorative touch of the people's criticism. He was not one of that class which suggested that little boys of their age ought to take an active part in what some were pleased to call politics. He disapproved of lads taking an active share in unhealthy electioneering campaigns and cadging for votes. But he was most desirous that they should take keen and intelligent interest in all that was going on around them, and would even urge them to participate as living entities in the various matters which affected

their national, political or educational growth. If they felt that anything was going wrong, and if some of them felt that they were too small to speak out, let them get their big boys to speak on their behalf. He would much sooner have boys of this country speak out than that all their discontent, all their unhappiness with regard to public affairs should be bottled up and their animosities fostered by repression into mischievous directions, whence the spirit of a different and a dangerous discontent might eventually arise to the infinite danger of all concerned. What after all was Politics? It was the science which taught citizens to perform their functions and discharge their duty most admirably towards the State. He could not conceive of any more desirable system of education than a study of that same science, so as to perfect oneself in one's relations to the State and train oneself into a useful unit in this world's communities.

They were assembled there that evening on a special occasion. They were there to commemorate the sixtieth anniversary of that school which, in a great measure, though not directly, owed its inauguration to the charity of Pachaiyappah.

That showed that they were now stronger and older and were capable of standing on their own legs, and did not require Englishmen to lead them or prop them up. He was glad to be present at this, the sixtieth anniversary of the school, which owed its foundation to the benevolence of Pachaiyappah. With the great schools of England an occasion such as that would be the occasion when hundreds of old boys would flock from all parts of the world, Canada, Africa, Australia, New Zealand, gathered together for the single purpose of doing honour to the anniversary of their well-loved and well-remembered institution, at which they had imbibed those splendid traditions and been nurtured in the great principles of honour and self-respect which survived the assaults of time and separation and distance, and while keeping their hands clean on their journey

through life, kept their hearts fresh and tender and true to the dear old school-house and the reverent shadow of the school-chapel. He would like to impress upon them with all the earnestness of which he was capable that they should look back upon their connection with their school with pride and so behave themselves whilst they were there as to make it not merely a memory to be called up, but a living entity to be relied on for prudence and comfort and help in every-day use. In English Public Schools the names of distinguished students were inscribed on boards on the walls, and these inscriptions served to crystallise and convey to future generations recollections of past distinction which brought the present generation into closer touch with them, and served as a stimulant to fresh incentive and to honourable emulation. He hoped that that feeling of reverence for their old school would grow stronger and stronger year after year; and he saw no reason why a healthy rivalry such as existed in England should not exist between one school and another in this country. Such a feeling of reverence for one's old school was lacking in this country because the education given was not boarding education; their schools were simply teaching rooms; whereas in English Public Schools students lived together under the same roof, did their lessons together, and ate and drank together. Each boarding-house became the centre of a new democracy, and the character of the boys was formed not by the espionage of ushers, but by the healthy control of the boys themselves. Here Mr. Norton gave a graphic and humorous account of his school and University days and of his school-fellows, pointing out that among them not one had distinguished himself as a man of mark, except perhaps the present British Ambassador at the Court of Spain, Sir Monty de Bunsen and F. C. Selous, the famous lion hunter in Africa.

Incidentally Mr. Norton condemned enforced study of dead languages like Greek and Latin, and said that it would be far better to train boys

in a little Physics, in Geology, Chemistry, and a knowledge of Shorthand-writing. In the last mentioned field of study there was, he observed, great scope for young men, especially if they combined a knowledge of type-writing, with a good hand and ability to keep accounts. Referring to the failings of English-educated Indians, he said that a want of real go and energy and a certain apathy and listlessness were predominant traits of native character. They were splendid talkers and no one could match them in that field. No one could translate thoughts into such excellent English better than his native friends, but when it came to translating their thoughts into action, that was where he found the weakness of the weakest link. There was not sufficient moral backbone in them. They were too pliant, too self-effacing. If they did but one-tenth of what they talked about, where did they suppose Englishmen would be at this moment? Not in this country. They had too much intellect and too little physique. Englishmen knew that and so 1,200 Englishmen managed to rule 250,000,000 natives with infinite serenity and self-control. Apart from the rivalry of races which could not but exist in a large country like this, it was partly owing to the Englishman's knowledge of the fact that natives could not really combine, that the authorities could safely allow the Congresses to be held, feeling certain that they would be unable to carry all their criticisms into action.

In bringing his speech to a close Mr. Norton addressed the boys as follows:—"Now boys, I have unveiled for you the picture of Pachaiyappa, whose memory should remain with you as a spur and an incentive, enabling you to do good and glorious deeds, and whose memory should serve to make you utilise these precious hours which, remember, will never come again, during which you should lay up for yourselves a store-house of wisdom and knowledge on which you may draw for years and years yet to be born, and pray that his spirit and influence may pervade and remain with you."

Could he once more come down from those regions where his soul may now be resting, once more to mix with the multitude of boys who owe so much to his benefactions, would he not find solace for the failure of his countrymen to follow and enlarge his educational charities in the knowledge that the children of Southern India were not only drinking deep from the streams of knowledge he had so generously placed at their disposal, that they were not merely enshrining his name with the gratitude and reverence which was his due, but that they have resolved to put his example and memory to practical use by relying upon both to keep their feet in the strait and narrow path which honour points out and along which honour invites them to travel. To assemble and to sing his praises was in itself no doubt a laudable thing, but more than that was required if full justice was to be rendered to the work he had set up on so noble a foundation. If he can hear you to-day, let him be gratified with the knowledge that his educational charities have filled many humble homes, have educated many poor youths, pointing out to them avenues of utility and ambition and endowing them not merely with opportunities for learning, but endowing them also with opportunities of acquiring and retaining those higher principles which, whether they be religion or not, still remain the great eternal guiding principles of all men's lives, whether we believe in one God or in a thousand." (Loud and prolonged cheers).

MR. VENKATARAMANJULU NAIDU, in proposing a hearty vote of thanks to Mr. Norton for presiding over the meeting, said:—

This being in all probability the last Jubilee occasion in which it has pleased God to spare me to play a part, you will pardon me, gentlemen, if I take a short review of the progress of the educational charities during the period of my connection with the Board, of over a generation. When I joined it as a trustee in the year 1876, the Pachaiyappa's College was then only a High School with Mr. Loverly as its Principal. It was

made a Second-grade College in 1880, and nearly eighteen years ago it was raised to the status of a First-grade College. The branch schools have also flourished and expanded considerably and are now in a flourishing condition. I may also refer to the extension of the College and branch school-buildings at a cost nearly aggregating Rs. 10 lakhs during this period. However humble may have been the part I have played in bringing about this progress and advancement, to me personally it is a great satisfaction to see their flourishing state, and I thank God that my services have not been fruitless. I thank you most heartily, Sir, on behalf of my colleagues, myself and my Hindu brethren, for having ably conducted the proceedings of this evening. I trust that you, Sir, the son of a worthy and distinguished father, will always cherish similar kindly feelings towards Pachaiyappa's Institutions.

Votes of thanks were also proposed to the Trustees for all that they were doing for the spread of education among the Hindu community.

EDUCATION AT THE PROVINCIAL CONFERENCE.

In the course of his Presidential address at the Provincial Conference, held at Palamcottah recently, Mr. V. Krishnaswamy Iyer, B.A., B.L., made some pertinent remarks as follows:—

PRIMARY EDUCATION.

Whatever measure of political concessions may be vouchsafed to us, be they reform of the Legislative Council, or the freer application of the elective principle in the constitution of Local and Municipal bodies, none of them can rest on stable foundations unless vigorous efforts are made by the Government and by the people for a larger extension of education. The proportion of pupils in the schools of the country to those of school-going age is about one in 6 according to the Census of 1901. Fifteen and odd millions are literate out of a total population of two hundred and ninety-four millions.

During the period of twenty years between the Census of 1881 and 1901 the progress of primary education has barely kept pace with the increase of population; and unless all the agencies available, public and private, work in co-operation for dispelling the dense mass of ignorance, no appreciable improvement is likely to appear. The expenditure of the Government of India on education of every description for the year ending 31st March, 1905, was only £1,285,000 out of a total net revenue of £49,700,000. There is no country in the world where the proportion is so small to the population or the total revenues of the State. The neighbouring island of Ceylon expends every year a sum of over Rs. 10 lakhs for a population of 3½ millions. In some of the Native States in India like Travancore and Baroda, the literacy of the population is very much greater than in British India. There are in Baroda well-devised provisions having regard to the peculiarities of the country and of its people for exemption from compulsory attendance. There seems no reason why a similar law should not be enacted in British India which may be experimentally applied to particular parts of the country by the Government from time to time, making progress in the light of gathered experience. I would ask the attention of the Hon'ble Dr. Bourne to the steps which have been taken in Baroda apparently with a considerable amount of success. If the Report of the Commission appointed in Ceylon which has recently been published recommending compulsory education in that island is likely to lead to any substantial result, we in India, which has a population not less advanced and with not less natural aptitude for receiving instruction, may well claim the attention of the authorities to the solution of this problem of a system of compulsory education by introducing it experimentally and afterwards extending it to suitable parts of the country. The percentage of boys under instruction to those of school-going-age in all Municipalities is very high, 96·2; and far from agreeing

with the Director of Public Instruction that compulsory education may preferably be tried in backward localities, I am inclined to think that it will be easy to reconcile the small percentage of boys not receiving instruction in the more advanced localities to attendance at school under certain not very stringent penalties. It appears that in Bengal there are 1,274 Night Schools with a student population of 23,741, and in the Native State of Mysore there are sixty-seven Night Schools for illiterate artisans, labourers, etc., with a total attendance of 1,592. I am not aware of the existence of any similar institution in this Presidency, and I recognise the great obligation that rests upon the educated community as well as upon the Government to further the extension of primary education with all the resources at their command.

TECHNICAL EDUCATION.

Greater even than the problem of primary education is the question of technical education. A great deal is being said about the necessity for the development of Indian industries. It is a fruitless task to go through the history of the various industries that have been throttled out of existence by the jealous fiscal laws of British administrators and the competition of cheap machinery. It is also unnecessary to survey the industrial situation in any detail with a view to impress upon this Conference the necessity for prompt and vigorous efforts to ameliorate the condition of the decaying industries, to resuscitate those that are dead and to introduce others that are suited to the conditions of the country. Whatever this country might have been in time past, it is now almost a purely agricultural country, eighty per cent. of the population being engaged in the cultivation of the land and the allied occupations. We are exporting £16,250,000 of raw cotton, £7,800,000 of raw jute, £3,890,000 of raw hides and skins, £9,600,000 of oil seeds, all of which, converted into manufactured products with the application of skilled labour

and requisite machinery, would add several times their value to the national wealth. And yet we are importing every year £20,500,000 of cotton fabrics, £300,000 of leather, £2,250,000 of mineral oil, £4,000,000 of refined sugar, £400,000 of Liverpool salt, in addition to a number of sundry articles like paper, soap, matches, umbrellas and even medicinal drugs. It is impossible to believe that there is not intelligence and skill in the land sufficient, under proper direction, to manufacture all these articles, so as to dispense with the importation from foreign countries. The Mill Industry in Bombay with 50,000 looms, utilising $13\frac{1}{2}$ crores of lbs. of cotton yarn is in a thriving condition notwithstanding the excise duties imposed by a Government unable to resist the jealous pressure of Manchester. The hand-loom industry, in which about 27 lakhs of persons are still engaged, in spite of the great odds against which it is struggling, is still weaving 22 crores of lbs. of yarn in the crude and unimproved looms of the country. Notwithstanding the successful working of the Jute Mills which produce jute manufactures of £6,000,000 in value for the purpose of export, we observe the enormous scope for further expansion in the large quantities of raw jute that are still exported. The tanning of leather carried on in the School of Arts in Madras according to improved modern processes, if well understood and carried on in the country will mean an enormous gain of wealth. In spite of an acreage of 2,400,000 now being cultivated with sugar-cane and the production of 3,000,000 tons of impure country sugar, the process of refining has not been sufficiently understood and properly carried on so as to dispense with the importation of the bounty-fed sugar of foreign countries. It is only by means of a thoroughly organised system of technical education in various forms and adapted to the various industries that substantial progress is possible. There is no country in the world where technical education is in such a poor condition as in India. It is

time that our Government followed the great example of Japan and brought down experts in particular departments of technical industry under special contracts for particular terms to train up competent people to take their own places in institutions to be started for the purpose. The great problem in connection with India is how to teach industries where there are no industries to absorb the pupils and how to start industries where there are no qualified artisans to carry them on. It seems to me to be essential not merely to start a great polytechnical institute for the purpose of giving adequate training to young men to attain high proficiency in particular industries but that monotekhnical institutes should likewise be started in various centres, teaching particular processes of manufacture adapted to the needs of the local industry, which is sure to absorb the skill created by the institute. I do not see any reason why Municipalities like those of Madura, Kumbhakonam, Mayavaram and Conjeevaram should not be required to start and maintain weaving schools to train boys of the weaving community and others willing to learn the improved processes of weaving, instead of spending a considerable portion of their funds on general secondary education, which is likely to be taken care of by other agencies in the same or adjacent localities. One of these Municipalities, that of Mayavaram, was even making in 1905 a profit of Rs. 204 out of the fees of pupils for the general municipal purposes of the town. The Municipalities of Kairur and Palghat were similarly making a profit of Rs. 543 and 1,360, respectively. One of the greatest problems of secondary education on the lines on which it is now carried on, which is not adequately realised, is what is to become of the boys who fail to pass the Matriculation Examination, whose education has given them no manual training and has even weaned them away from the hereditary occupations to which they would otherwise have apprenticed themselves, and has in some instances, created an incapacity to appreciate the dignity of

manual labour. The total number of boys in the secondary stage of instruction in the Presidency on the 31st March 1905, was 64,739, which gives an average of about 10,750 for each of the six forms. Taking the result of the University Matriculation Examination to show a pass of about 2,000 per annum, there are about 8,750 boys every year whose secondary education does not equip them for the race of life as there is nothing in the course of studies prescribed, to teach them any industry as accessory to their general education or even to give them any manual training. It has always seemed to me that any system of education is radically vicious which does not qualify the pupil to earn his bread by some manual occupation, if he be driven to the necessity of working with his hands for his daily bread. I do not know how it may appear to the Government or to those responsible for the regulation of secondary education but I would appeal to the managers of indigenous schools to consider whether it will not be possible for them to allot two or three hours in the week to enable the boys to undergo some manual training and learn some industry which may be carried on in the neighbourhood, according to the most approved methods. The idea is not new, for I find it stated in the Report on Public Instruction in Madras for 1905, that there were six schools for general education with technical or industrial classes attached to them. It is matter for congratulation that the greatest result yet achieved by the Swadeshi agitation in Bengal is the collection of considerable sums of money to form a funded capital out of the proceeds of which promising young men may be enabled to proceed to Japan and the countries of Europe and America for a thorough study of the processes of some important industry. Almost all civilised countries have made great strides in providing a system of technical education for the industrial and artisan classes as well as in assisting the students in pursuit of general education. But no government anxious for the material welfare

of the people can delay the adoption of measures calculated to qualify the people for industrial pursuits. While recognising the financial embarrassments of Government and the solicitude for educational progress as manifested in the recent grants of 40 lakhs of rupees per annum in aid of primary education and of two and a half lakhs for technical education, I venture to maintain that the expenditure contemplated is wholly inadequate and that even at the sacrifice of other reforms, if necessary, no effort should be spared to further the cause of a sound and far-reaching system of technical education.

THE NEW GRANT-IN-AID CODE.

THOUGH Dr. Bourne has occupied the chair of the Director of Public Instruction for less than three years, he has even in this short time inaugurated important reforms, and the activity of his Department recalls the days of Mr. Grigg when an Inspector prayed that the land might have rest for forty years.

The year 1905 saw a great development of Primary Education as the result of a special grant of six lakhs for Rural Schools, but no doubt the practical working of the scheme mainly belongs to 1906. This year has seen the birth of a New Code for European Schools, and now follows a new Grant-in-aid Code for other schools. Our criticisms are offered in no captious spirit, but, as we conceive, in the true interests of Education.

One School Manager at least has in the columns of the daily press protested against a Code that was to take effect from the 1st April appearing so late as the 22nd May. We agree with him that this savours of a want of consideration for Managers of Aided Schools. The Government of India has declared over and over again that the fostering of Aided Education must be the chief work of a Department of Education, and to allow nearly two months of the official year to elapse before publishing a Code that was to take effect at its commencement, does not show any excessive concern for the comfort and peace of mind of Managers. There is no particular urgency in such a matter as this.

A system faulty though it may be, under which schools have been aided and controlled for many years, would not have brought the sky down, had it been continued till the end of the calendar or official year. There are two excellent reasons why this course should have been adopted, in other words, why Managers should have had ample notice of the contemplated changes in the method of paying grants. For one thing the majority of Managers, we believe, prepare at the close of the calendar, or in some cases of the official year, their Educational Budget for the coming year. To announce in May far-reaching changes with effect from April 1st is to upset the calculations of the Managers of hundreds if not thousands of schools. Some of these are very important schools indeed, to which any serious reduction of grant is a matter of deep concern. Surely common courtesy as well as the interests of education required that Managers should have sufficient notice.

A second reason why a considerable interval should exist between the publication of a Grant-in-aid Code and the date on which it is to become operative, is that there are sure to be defects in it. The best Code that was ever made will contain regulations that will operate in a manner unforeseen by the Department, while there will be omissions, accidental omissions which have to be rectified as early as possible. That is to say, Departments are not omniscient. There are two ways of minimizing the above defects. One way is to summon a Conference of practical men, educational officers and managers and teachers, and to go over the Draft Code with them. They will probably find out the weak points, those points which the higher officials without practical experience of the kind of education regulated by the Code, are apt to overlook. We find it hard to believe that the New Code, in its present shape was ever approved by any body of expert Managers. It contains defects so patent that they must inevitably have been detected at the first scrutiny. Unfortunately, it is sometimes the case (we do not say that it was so in this instance), that Managers are summoned to an Educational Conference for the purpose of discussing a cut and dried scheme, on the details and

not merely on the main outlines of which Government has already made up its mind. To consult Managers on a *fait accompli* is a hollow mockery. The Government of India has again and again advised Conferences of Managers, and obviously wants these Conferences to be realities, not shams. Unfortunately the Government of India was itself in a recent instance a notorious offender in this very respect, and was itself responsible for sham educational conferences.

But even educational experts may not be able to foresee exactly how every clause of a new Code will work, and therefore a Code should at first be tentative. It should after due notice be made operative with the express proviso that it will be subject to revision at the end of, say, twelve months, in any point as regards which the Government is satisfied that there is reasonable ground of complaint. At present we have absolutely no guarantee that either the European Code or the Code now being discussed will be revised at an early date.

The New Code is revolutionary, it abolishes a great deal and makes for simplicity of administration. Payment by results is done away with. The Results Grant System has long been discredited in the West, and in the East it has been liable to special abuses. The payment of grants to one school on the Salary Grant System and to another on the Results Grant System, resulted in unnecessary complexity, which was enhanced when one part of a school was aided under the one system and another part of the same school under the other. All these complications are now happily done away with.

There is substituted a plain, easily understood method of calculating grants. Whether the grants to be made under the New Code will be satisfactory to Managers is another question, but there is no doubt that the principle of one method is sound and much to be welcomed. What then is the cardinal principal of the New Code? All schools are for the purposes of the Code divided into Elementary and Secondary Schools. Elementary Schools are those "the bulk of whose pupils are unlikely to continue their studies beyond an elementary stage. They

may contain Infant, 1st, 2nd, 3rd, 4th, 5th, 6th and 7th Standards. English may be taught as a second language in Standards 4—7, but the medium of instruction throughout should be the vernacular of the pupils." The Old Salary Grant was roughly proportionate to the salary of the teacher, the proportion depending on his qualifications. The Results Grant bore some proportion to the number of well-educated children in the school. The new Grant-in-aid system promises what are described as "teaching grants" to Elementary Schools. These grants are a combination of a Grant-in-aid to the cost of maintaining a teacher, and of a grant based on the number of pupils. In it there is combined the Results Grant, no longer made dependent on results, but, as before, roughly proportionate to the number of pupils, and the old Salary Grant, the average cost as it were of a salaried teacher in an elementary school being calculated, and a fixed proportion of this made the Government contribution to the cost of employing him.

Thus, for the present, the amount of Grant will in the case of Elementary Schools be at the rate of Rs. 36 for each teacher, and As. 8 per year for each pupil in average daily attendance.

We will discuss this method before describing the conditions which hedge it round. In the first place no one regrets the disappearance of payment by results. This plan placed a great temptation in the way of teachers and inspecting officers. The question is whether the Salary Grant, pure and simple, could not have replaced the Results Grant. The Salary Grant encouraged the management to pay liberal salaries, since only a part of any increment given fell on the management. The Salary Grant encouraged a teacher to qualify himself to the fullest possible extent, since Managers could draw a higher grant for qualified men than for unqualified, and would therefore be more inclined favourably to consider an application for an increase of salary in the case of men who by obtaining higher qualifications made themselves eligible for a higher grant. The new Code, by the abolition of a Salary Grant, takes away the incentive to the teacher to seek the highest qualifications possible, and takes

away from the management all inducement to pay higher salaries. The fixed rate of Rs. 36 per teacher and 8 annas for each pupil in average daily attendance distinctly tempts Managers to pay as low salaries as possible, and to this end they will be inclined to employ teachers with the minimum qualifications that will satisfy the Department. Thus it appears to us that a great disservice is being done to the cause of elementary education. Further, it is obvious that the men or women teaching the Fifth, Sixth and Seventh Standards should possess superior qualifications and should receive comparatively high salaries. The fixed grants on the scale above-mentioned, even if sufficient to maintain the infant and primary standards, will go a very little way to meeting the expenses involved in maintaining the higher standards.

Further, loud and general complaint has been made that poor schools are quite left out of consideration. It is quite true that provision is made by which the sanctioning authority may increase the rate of grant for each pupil by not more than 25 per cent. in any defined locality in favour of any school attended by a majority of pupils drawn from backward classes or castes, a list of which is given. But the possible increase of the rate per head from annas 8 to annas 10 per head is an utterly inadequate method of dealing with poor schools. A poor school with twenty-four children in average daily attendance—and the attendance of the backward is very irregular, so that an average attendance of twenty-four might represent a school of forty or more pupils—will receive Rs. 36 + annas 10 × 24 = Rs. 51. Deduct necessary expenses, and it will be seen how little inducement the Department offers to Managers to open schools for the backward. When large schools employ well-qualified teachers and limit the classes to a moderate number of pupils in each, with the result that the teaching staff is proportionately large, the aid proposed by the Department is ridiculous. It is to be feared that the best elementary schools will be precisely those that will be hit hardest by the new Code. Yet these are the schools that most deserve help.

Again, one of the most satisfactory features of elementary education is the grouping of

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schools under supervisors. Very often these are European or American ladies, who not only supervise but teach. The presence of these ladies in the schools is simply invaluable. The old Code made express provision for Grants-in-aid in such cases. The new Code is silent. The National Indian Association will suffer from the abolition of such grants. We venture to say that no money spent by the Department was ever better spent than the money which made the employment of these ladies possible. The schools visited by them were little oases in a great desert of dull mediocrity. The omission to provide for such grants is disastrous, and if purely accidental, ought to be remedied as early as possible. It is said that of all the heavy blows that this Code deals to education, that dealt to the best girls' schools is the heaviest. Take a large girls' school with three hundred girls; how far will Rs. 36, plus a grant of annas eight per head of average attendance, go to maintain the Headmistress that such a school demands, not to speak of the rest of the staff? It really seems as if the lowest, meanest, most miserable type of school had been selected, and its expenses calculated for the purpose of fixing the teaching grant under the new Code. We do not deny that such a school may come fairly off, but all the better class of schools will suffer terribly. We hear on all hands of Girls' Schools where the grant will drop from Rs. 1,200 to Rs. 600, from Rs. 800 to Rs. 500, 400 or even 350, and the like.

It has been rightly pointed out that the state of Female Education in this country is such as to require especially liberal treatment in the shape of grants. Yet the Code, like the Code for European Schools, makes no difference, as regards grants, between Boys' Schools and Girls' Schools. The simplifying of the old Code has been carried too far, and the new Code seems in its present shape more likely to strangle Girls' Schools than to foster them. This treatment of Girls' Schools is one of the reasons why we must doubt if the Code in its present shape was ever submitted to a Conference of Managers, for the inadequate grants to Girls' Schools could not but have been

immediately noticed. It is true the Code provides for an increase of 25 per cent. of the amount originally allotted for any improvement in the standard of efficiency, but this provision is subject to the good-will of educational officers assembled in Conference. Only a few of these will be able from personal knowledge to testify to the excellence of any one school, so that the provision seems to us practically inoperative. The grant may, it is true, be increased in special cases by the sanctioning authority with the concurrence of the Director, where it is obvious that sufficient funds from other sources are not forthcoming, but this proviso is unsatisfactory, as we shall proceed to show. It is impossible for the most active Director to make personal acquaintance with more than a comparatively few schools. We suppose that no Director ever toured as much as Dr. Bourne has done, or done so much work in the same time; but even he with all this personal knowledge, acquired frequently at great personal inconvenience, will in the great majority of cases, have to rest content with the papers placed before him, and by their means decide the claim of a school for exceptional assistance. Managers would greatly prefer definite regulations for settling grants to dependence on the good-will of a Director, however energetic, laborious and kindly disposed.

This serious defect re-appears when we come to the chapter regulating teaching grants on behalf of Secondary Schools. These are defined as "Schools whose main object is to lay a foundation for Higher Education. They may contain Infant, First, Second, Third and Fourth Classes, and First, Second, Third, Fourth, Fifth and Sixth Forms. Teaching grants given on behalf of Collegiate Departments which do not provide instruction up to the standard of a University Degree, will be assessed under the rules contained in this chapter." The grant will be considered as supplementing, and will ordinarily be equal to the income guaranteed from endowments, subscriptions, donations and other private sources over and above any expenditure incurred by the management on scholarships or in defraying any

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difference between the fees calculated at standard rates and those actually collected.

The last words appear to indicate that Government declines to make Grants-in-aid to enable schools to lower their fees to an undue extent. And Government is quite right in diminishing its grant to such schools in proportion to the loss of fee income. The clause means that if the management of any school chooses to spend part of the guaranteed income in meeting the loss incurred by levying fees at a lower rate than the standard rate, then Government will deduct that sum so spent from the guaranteed income before making a grant. For example, a school has a guaranteed income of Rs. 1,200. The Managers levy fees at a lower rate and collect Rs. 2,000 in fees when; had they adopted the standard rate, they might have collected Rs. 2,800. The Government will not make a grant of Rs. 1,200, but of Rs. 400 only, the difference between Rs. 1,200 and Rs. 800, the loss on fees. Provision is made for an increase or decrease of the grant payable. A note tells us that a new Triennium began on the 1st April, 1906. "The allotment for this triennium to institutions hitherto in receipt of salary or fixed grants will be the same as they would have been, had the system of aid remained unchanged." This, on the whole, is good news. Managers have time given them in which to find out how they stand under the new Code and to make representations, if necessary, with a view to alterations in their favour. It is a thousand pities that a similar device was not adopted in the case of Elementary Schools.

It will be noticed that Second Grade Colleges are for the purpose of assessing teaching grants reckoned as Secondary Schools. This is of course purely financial, but the net result is not, to put it mildly, to enhance the status and dignity of Second Grade Colleges.

Now how will Secondary Schools be affected by this new method of assessing grants? Roughly the grant is to be equal to the income guaranteed from endowments, subscriptions, donations and other private sources. Fees are so important a source of income that they would have been specified, were their inclusion among private sources intended. They may therefore be taken as excluded.

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How many institutions have any endowment, how many have a 'guaranteed' income from subscriptions and donations? We venture to say that few Secondary Schools under Indian management have any appreciable income under these heads. It follows, unless we are greatly mistaken, that they will be as hard hit under this clause as Girls' Schools, particularly Mission Schools, were hit by the clauses relating to grants payable to Elementary Schools.

The teaching grants on behalf of First-Grade Colleges are considered, as in the case of Secondary Schools, as supplementing the income guaranteed from endowments and so forth, but the amount is no longer to be equal to the guaranteed income. The amount will be determined by the Director after taking into consideration all the circumstances of the case. Here, again, Managers would greatly prefer definite regulations in black and white. One Director succeeds another and no Manager will face heavy expenditure in improving the teaching staff, etc., if he knows that his grant depends absolutely on the will of the man who for the time being occupies the chair of Public Instruction.

Clause 41 points to increased control by Government of Aided Colleges. "As a condition of the continuance of the grant or any portion thereof, the Government reserve to themselves the right to prescribe any particular line of action to be taken by the management in regard to any matter affecting the College." This is vague indeed! We know that Government, being composed of rational beings, will not be likely to interfere seriously or frequently with the internal working of a college. Still the fact is that the right to do so is claimed, and we imagine that the claim will be stoutly resisted. We have noticed merely the financial provisions of the new Code, and we must leave for a subsequent number the consideration of other important points. But we have shown that the Code contains provisions which have not unnaturally caused wide-spread concern among Managers of Aided Institutions. Too much has been sacrificed to uniformity and simplicity. The Code appears to have been drawn up by men with little practical knowledge of the working of Indian schools.

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WESLEYAN MISSION HIGH SCHOOL, MYSORE.

MR. JUSTICE NUNJUNDAYYA'S SPEECH.

On the 6th ult., the distribution of prizes to the successful students of the local Wesleyan Mission High School and the Hardwicke College took place. Mr. Justice H. V. Nunjundayya, M.A., M.L., was in the chair. Rev. Mr. Boote and Rev. Mr. Spencer read the reports of the two Institutions. After giving away the prizes Mr. Nunjundayya spoke as follows:—

"I wish to express my sincere thanks to my reverend friend, the Principal of this school for having given an opportunity of taking part in this interesting ceremony. It is natural for me to feel somewhat elated to occupy the position he has been pleased to allot to me this evening. It was in this Institution more than thirty five years ago that I began my English Education. I still remember vividly how as a shy and over sensitive youngster of nine, I was sent to school in the company of two or three older boys and how enormous the distance appeared to be from the Parakalaswami's Matha to the Old Clock-Tower. It was after some mild struggles my mother prevailed upon my old orthodox father to turn my education into the English channel. I recollect how every morning she used to rise before five to cook a hot meal for me, lest cold food should affect my health. I had gone through a course of the Royal School, but my wits had been little sharpened by the training I received and on the very second day as fate would have it, I dropped my Primer and lost it, and many were the prognostications of my companions about the unsuccessful end of my learning.

Mr. Sykes, quite a young man for the place, was then at the head of the school; and the familiar, affectionate manner in which he would play with the junior boys and put them at their ease, quite captivated my young imagination. When at the lowest class, I used often to look with awe, not unmingled with envy, at the huge Bibles

that those in the higher classes were carrying about and to wonder how one could decipher the small print, which from a distance looked like a single patch of ink on the page, and make out its meaning. Boys in the Matriculation class were to my eyes almost superhuman and a young man who had just passed the F. A. examination was a veritable demi-god.

It gives me great pleasure to see one of the earliest of my teachers still working in this Institution. The other day I had the pleasure of meeting on a similar occasion, and this in Chikmagalur, another of my early masters, who was indeed the first to awaken in us a genuine love for intelligent study and who really tried to make his pupils exert their best. Many of the other teachers, alas! have gone, only leaving behind them pleasant recollections of their tact, kindness and sympathy. But one is led to linger fondly over these early scenes in which notwithstanding material drawbacks, one had more days of pure, unalloyed happiness than in one's subsequent, and to all outward appearance, successful experience of the life of a wider world.

I cannot refrain from mentioning the name of a dear teacher who was mainly instrumental in introducing me to a wider sphere after finishing the course of this school. Mr. V. Gopalachari, a native of Chittur, came here as Headmaster soon after taking his degree in the Christian College of Madras. It was rather an exciting time for us when we reached the two higher classes. Mr. B. Hanumantha Rao, who is at present filling a honourable position in the Educational Department of Madras, joined the Maharaja's School, between which and ours there was always friendly rivalry. Mr. Pope, who sometime ago retired from service as Director of Education in Burmah, was the Principal of that school and succeeded in throwing such life and creating such an enthusiasm for school as Mysore had never known till then. Our Principal, Mr. Riddett, had little of the boyish ardour of his friend in the opposite school; but he did a great

deal of quiet, solid work with us. As a result of the advent of the Madras graduates, we were prevailed upon to undertake what was then a quite daring enterprise by going to Madras to carry on our collegiate study. My friend, Mr. V. Subba Rao, who is at present a District Registrar in the Madras Presidency, was the very first to go; and I was in the second batch, of which the others could not, owing to various reasons, go to the end of the course there. Fortunately many of our young men have since gone to and returned successful from not only more distant parts of India but also from Europe and America. We were, however, among the pioneers and I can never forget the tears that my poor mother shed over me all through the night before my first departure for Madras, and the feverish anxiety of my father to get my weekly letters from the Post Office as soon as ever he could snatch them from the postal window.

I hope, Ladies and Gentlemen, that you will excuse the harmless vanity of these egotistical recollections and pass on to a wider subject that is likely to interest you. I have taken some pains to get a correct view of the progress of the higher education in Mysore during the past 35 years.

In 1870, according to the Director's Report 8 candidates passed the F. A. Examination and 24 the Matriculation Examination. The University had as yet no rules of affiliation and even schools that were not provided with better facilities than mere High Schools sent up a stray candidate now and then even for the degree examination. About ten years after that (1879-80), I find that there were 92 Matriculates, 19 F. A. men and 2 B.A.'s. Some years later (1891-92) we find the numbers increased to 194, 67 and 18 respectively. Since 1892-93, I have found it difficult in the short time at my disposal to find out the number of B.A.'s owing to the division of the examination into branches; but the average number has been about 35 each year. There

must have been an equally significant increase in the lower examinations, and Matriculates must be counted by thousands seeing that from this single school nearly 400 have been sent out.

The number of graduates who have passed through our Colleges has been about 600. We have so many as 105 Bachelors of Laws, and about 20 Masters of Arts. There have been 25 or 30 graduates in Medicine, of whom two are Doctors. So far as numbers show I think we may say that our State has not done badly for its size and population. Even in quality, I think we can claim to have shown fully enough. Our young men have often taken places at or near the top in the University Pass Lists. It would be tedious to collect the instances and I have not had the time to do so. I need hardly refer to the achievements of some of our pupils outside. When the competition was open in the Engineering Department of British India, many prizes were carried off by our students. One of them has risen to a position in the Department and to a professional reputation scarcely equalled by that of any other Indian. One of the former pupils of this Institution has earned a more than local reputation for many-sided learning and is filling with credit a professional chair in Madras. In Medicine we have men in our own State who have attained distinction second to none as Physicians, and one who has deservedly won golden opinions on all sides for his unprecedented success in surgical work. I may also refer in this place to the many men who went to England and America to obtain degrees and qualify themselves for practical walks of life. Men of mark are rare everywhere and, even in the larger field of British India, such men may be counted on one's fingers; and it seems to me that we need not blush for our State in this respect."

Mr. Nunjundayya went on to say that he was led to this train of thought by the rumour that the Government were considering the re-introduction of the principle of selection of men for the State

Service by competitive Examinations. He adduced reasons why the competition should be restricted to Mysoreans. Finally, turning to the boys, he said:—"And now, boys, allow me to say a few words to you, but I need not detain you long, as the things I am likely to say have no doubt been often told to you by your teachers and your books. The object of learning, you should always remember, is to train and improve all your good qualities, and to weaken and gradually remove your natural defects. If you find that you have a particular aptitude in doing something useful or in learning something useful, take care that you sedulously cultivate that habit. If, on the contrary, you have inclinations that either lead you to unprofitable or mischievous ways, try your best to stifle them. You may find both the one and the other very difficult in the beginning; but by perseverance you can achieve considerable ease and success." You must see to it that all sides of your nature are equally strengthened and improved. You have to lay by a store of useful knowledge, but what is more important is that you should cultivate the habit of finding out in what way the knowledge that shall be of use to you in your everyday life, whatever Department you may choose for yourself, may be gathered. When you take up a particular book to study, devote all your attention to it and do not fall into the fatal habit of taking up one thing and throwing it away whenever you meet any difficulty and are too lazy to get up and reach out a dictionary to consult. It is quite true that one should not force a fagged and jaded mind over the same course of work too long. But we often mistake mere laziness for over-worked fatigue. Whether it is Mathematics, or English or History, understand one step thoroughly before you take the next. Do not be too lazy to consult your textbooks and your dictionaries, but be not over ready to resort to your keys. Above all, do not be afraid to worry and question your teacher as often as need be. Teachers rather like and enjoy this kind of sport, at any rate, good and

skillful teachers do, and you need not be over sensitive on that score. This is all no doubt tiresome and vexatious especially in the beginning; but you must remember that nothing worth having is got without its price in honest hard work, and the sooner you learn that lesson the better. Cultivate accuracy both in thought and expression; one line accurately learnt is worth more than scores of pages hastily skipped over and hurriedly remembered.

You must also preserve your health and improve your bodily constitution in every way. Your Principal has spoken of the facilities given to you at present in this school. I congratulate you heartily on this, as in our days this department of the school was all but unknown. What you want is plenty of good food and fresh air, and running and romping about and all sorts of boyish games. Above all cultivate cleanliness in all your habits and surroundings and avoid all impurity in word, thought or deed as you would, the plague.

All your bodily health and mental cleverness would be vain without a good manly character. I am sure that lessons of self-reliance, honesty and straightforwardness are taught to you regularly by your teachers, and I need not emphasise them. Cultivate a cheerful temper, and what we call *anasuya*—forbearance towards others. If you do not always succeed, do not brood too long over defeat; betake yourselves to fresh enterprises.

Above all, cultivate a reverent frame of mind and show proper respect to your equals and superiors. I know that religious instruction is regularly imparted in this Institution. On some points I need hardly say that I am not in agreement with your teachers. But I believe strongly that there is a common substratum in all religions which is after all their main substance; and though I do not respect a born Christian the less for his faith, I cannot respect a Hindu who does not understand and appreciate the soul of his own religion. But with them I believe that it is for your supreme good that you should all become

religious in the broad deep sense and learn to believe with the Poet that

Come joy or grief, come right or wrong,
In good or evil, life or death;
We are the creatures of His breath,
Nor shall His hand forsake us long."

OUR SENIOR WRANGLER.

A portrait of Mr. Tyagarajan appeared in the English illustrated papers of the 23rd ultimo. We subjoin a few notices of this distinguished student:—

Two Indians, Mr. Theagarajan and Mr. Birendranath have taken high places among the successful candidates at the Cambridge Mathematical examinations. The first is a graduate of the Madras University and has been bracketted with the Senior Wrangler, thus exactly repeating Mr. R. P. Paranjpe's achievement. The second is sixth Wrangler. The Punjab University had a fourth Wrangler to its credit in Mr. Balak Ram of the Indian Civil Service some years ago. Nearly all our Universities have come out creditably in the competition. It is some assurance that we have not been going all wrong.—*Indian Social Reformer*.

MR. A. T. RAJAN, whose success at Cambridge Reuter announced, is a native of the Tanjore District. He received his early education at the Board High School, Amalapuram, from where he matriculated creditably. To read for his F.A. he proceeded to the Government College, Rajahmundry, and at the examination was placed second in the list. The Madras Presidency College—that nursery of much local talent—had next the honour of educating him for the B.A., which he passed with first class honours in Mathematics. A couple of years later he appeared for his M.A. in Mathematics from the same institution and secured a first class. His high abilities having been very early noticed by his Professors, he was selected for the Government of India Scholarship and immediately

proceeded to England. Now he has gained the honour which is popularly considered the highest that an English University can bestow, and we congratulate him heartily on his success.—*Madras Times*.

A Native of India has for the second time succeeded in obtaining what Lord Curzon happily called the "blue riband of English University Scholarship" when Mr. R. P. Paranjpe, Principal of the Fergusson College, was also bracketted Senior Wrangler. Mr. Rajan, as Reuter calls him, was nominated Government of India scholar in 1904, after a brilliant academic career in this country. Arunachala Tyagarajan, to give him his full name, is a native of the Tanjore District. He was educated in the Presidency College at Madras, and graduated B. A. in the first class in 1902. Two years later he came out first class in the M. A. degree examination of the Madras University with Mathematics as his special subject—a unique achievement, he being the second to take that place in the fifty years of the existence of that University. Only one gentleman had taken the first class in Mathematics in the M. A. degree examination of Madras before Mr. Tyagarajan, and that was before the curriculum was raised to the present standard several years ago. In his Mathematical studies at the Madras Presidency College, Mr. Tyagarajan was greatly helped by Professor Middlemast, whose enthusiasm impressed itself on many a bright student who came under his influence. At one time it was usual for the best Indian students to take Mathematics as their special subject, and they often displayed an aptitude for the science which evoked the warm admiration of eminent educationists. Of late years there has been a complaint in Madras as elsewhere that the standard of Mathematical studies had undergone some deterioration. Instances such as those of Mr. Paranjpe and Mr. Tyagarajan, and the other Indian students who have taken a high place among Wranglers, like Mr. Birendranath, show that this is not altogether the case, and these ought to stimulate young Indians to apply themselves with zeal and industry to the study of this most important science which is the foundation of all the exact

sciences. Such instances are also a proof that, though not without their defects, Indian Universities have been successful in educating the brightest talents of India up to the rigorous standard of English scholarship.—*Times of India*.

Mr. Rajan, whom Reuter reported to have been bracketted Senior Wrangler in the Mathematical Tripos of Cambridge University is Mr. A. Thyagarajan of this Presidency, who is known at Cambridge as Mr. A. T. Rajan. Mr. Thyagarajan is the son of Mr. Arunachella Sastri who is a Delta Superintendent in Kistna. He received his early education at Rajahmundry and then joined the Presidency College, from which Institution he appeared for the B.A. degree examination, taking first place in the Mathematics Division. He continued his collegiate course in the same institution, and in 1903 obtained a first class in the Master of Arts degree in Mathematics, a distinction which had not been achieved by any candidate for that degree since the day, about twenty years ago, when Mr. P. Shunkaralingam Chetty obtained a first class in Mathematics in the same degree. Mr. Thyagarajan was therefore very properly selected for a Government of India Scholarship to proceed to Cambridge. He entered Trinity College in 1904, and after only two years of study at Home he has achieved a success of which he and his Presidency may well feel proud. The success of Mr. Thyagarajan must be a source of great satisfaction, too, not only to his parents and countrymen but to Mr. E. W. Middlemast, Deputy Director of Public Instruction, whose student he was during the whole of his collegiate career in Madras.—*Madras Mail*.

Mr. Thyagarajan's success is all the more gratifying in that the Mathematical Tripos was held this year probably for the last time under the present regulations. The Tripos scheme is to be re-cast and the Senior Wranglership will then be a thing of the past. It is felt by the most competent judges that the examination in its present form does not produce the best possible results, the struggle for the first place is held to be detrimental, and accordingly it is proposed that in future

the names in the three classes shall be in alphabetical order. Thus the glories of the wooden-spoon will also fade away.

In our editorial notes last month, we speculated as to Mr. Thyagarajan's future. There is no need to speculate any longer. It is announced that he will compete for the Indian Civil Service. A portrait of Mr. Thyagarajan appeared in the English Illustrated papers of the 23rd ultimo. In making much of Mr. Thyagarajan we must not forget the other Indian successes in the same Tripos, which will be memorable both as being in all probability the last Tripos with Wranglers arranged in order of merit and also as being that in which Indians won conspicuous success.

There are six other Indian names in the Tripos list:—Mr. Birendranath De, sixth Wrangler; J. C. Bagchi (Emmanuel) 44th; K. R. S. Rao (St. John's) bracketted 56th; V. S. Sukthancar (St. John's) 67th; A. A. Khan and D. Singh (both of Pembroke) bracketted with another student 68th.

MR. BIRENDRANATH DE., I.C.S.

Probationer.

This gentleman stood sixth in the Cambridge Mathematical Tripos in which another Indian gentleman Mr. Thyagarajan of Madras, was bracketted Senior Wrangler. Mr. Birendranath De., is 24 years of age and competed successfully for the last Indian Civil Service Examination, being placed 23rd in the combined list last year. Born at Hubilipore, in the Midnapur District of Bengal, he is the son of Babu Rajendralal De, a landholder there. He received his early education at the Midnapur Collegiate School, and at the Presidency College, Calcutta. He graduated at the Calcutta University in 1902 with 1st and 2nd class honours in Mathematics and Physical Science respectively and secured the first place in both these subjects. Being first in the B.A. he was selected as a Government of India Scholar, and entered at St. John's College, Cambridge, which he leaves carrying the proud distinction of being sixth Wrangler of his year.

THE EDUCATIONAL MAGAZINES.

Indian Education for June contains an article by Mr. Michael E. Sadler on 'Education in England.' The article summarizes the Education Bill now before Parliament, and concludes as follows: "It would be premature at this stage to forecast the probable future of the Bill in its course through Parliament. But it is already clear that, if carried in its present form, it will be no settlement of the religious difficulty in English Education. However deeply we may regret the failure of the Government to frame a Bill which would meet the conscientious scruples of the various religious bodies concerned, we must now face the fact that instead of peace a new and painful stage of the long struggle has begun. It is not improbable that the Government will quickly modify its proposed method of dealing with school buildings under denominational trusts. Moreover greater freedom for the giving of special religious teaching in all schools, at the cost of the denomination concerned, and freedom for the regular teachers to volunteer to assist in giving it, is necessary if a satisfactory solution of the difficulty is to be found. And, further than this, those who realize the value of the work and influence of the good denominational schools in England will hope that even now means may be found of so amending the Bill as to give in other than single school districts Government grants (as distinct from rate-aid), to efficient denominational schools, which may prefer to stand for the present outside the system of local administration. Mr. W. A. Hirst writes on the B.A. course in English of the Bombay University. Mr. Hirst refers to an article by Mr. R. P. Paranjpye on annotation, and he admits the evil but fears that Mr. Paranjpye's proposed self-denying ordinance is not practicable. If Bombay scholars refuse to annotate editions then there are wicked men in Madras and Calcutta who will write them. Mr. Hirst thinks that the best way to minimize annotation is to substitute authors for text-books. He complains of the sameness of the B.A. texts, which are nearly always two plays of Shakespeare and a portion of the Advancement of Learning. He goes on to point out that the substitution of authors for texts would among other advantages "tend to mitigate the evils of cram, for no student could devour, say, the annotated prose and poetical works of Milton, and even if he were able and willing the panting annotator would toil after him in vain."

This proposal seems to cut two ways. If the amount prescribed, here by implication Milton's poetry and prose, is too great to be annotated, or

to be read over in annotated texts, it will also be far too great for the professor to be able to handle in the time allotted. Mr. P. Parthasarathy in an article on the New Method of teaching English, attacks, and we think with justice, the system of teaching English recently by Mr. Yates at Pachaiyappa's College. Mr. Yates expounded his method at a meeting of the Madras Teachers' Guild, but failed to carry many with him, and indeed it was asserted that his methods were radically unsound, and that in the attempt to teach English through English flowers there was a confusion of ideas. Mr. Parthasarathy writes, "The new system believes that the study of English will not be perfect unless the teaching of English is always carried on in a truly English atmosphere, as it is called. A boy of the Fourth Form once brought to me a copy of a question-paper given to him in an examination, in which I read: "Give a description of English autumn under the heads of—(1) field; (2) reaping; (3) fruit gathering, &c.;" and I understand six months were spent in teaching the English seasons.....The teaching of English in an English atmosphere is a delusion. Can there be a more distasteful course or set of lessons for a Fourth Form boy than this?—I take poetry: *To Daffodils* (by R. Herrick), *Spring*, *Robin Redbreast*, *A Sea Song*, songs from *Pippa Passes*, *Under the Greenwood Tree*, &c. The new system may be a success if the English scenery and atmosphere, if England, in short, in a miniature form be actually created within the four walls of a school. It must not be forgotten that the Indian student, as soon as he goes out of the school-room, finds himself in altogether Indian surroundings, and that there is not the slightest consistency in the teaching and experience." *First Steps in Teaching English as a Foreign Tongue*, a paper read at the Bombay Teachers' Conference, deals with a method of teaching English or other foreign tongues that is in flat opposition to the method animadverted on by Mr. Parthasarathy. The direct method, "that is in its present form about twenty years old and made its first appearance and gained its first victories in Germany," is advocated. "Its teaching principles are two—(1) to reject translation and to employ practice and instruction in the foreign language; and (2) to appeal rather to the ear rather than the eye." The use of translation is discussed, its advantages and disadvantages. It was for long assumed that the direct method, even if superior in theory, was not practicable. Large classes and the difficulty of finding teachers possessing prompt and versatile com-

mand over the language were held to be insuperable obstacles, and translation was accepted as the only practicable course. "There is no doubt, indeed, that if well used and long enough, it ends in a comprehension of the new language, that it is easily organized for class purposes and finally that it has real and important value as an instrument of mental training. Let us make these concessions by all means; but it remains true that it leads to no conversational power, and that it takes much longer to establish our intimate feelings for the language."

The topics for conversation fall into two groups—(1) the familiar circumstances of the boy's own life, and (2) corresponding circumstances in the life of the nation which speaks the new tongue. Most German teachers are said to take up from the first the latter group, but the writer of the paper is opposed to such a course. "I believe the work in the early stages should be confined to things and experiences absolutely familiar to the pupil. I believe there should be no march of information at all, and this should not be attempted till the pupil can ask and understand and answer ordinary questions with ease. This is the real 'crux' in teaching languages. To acquire a vocabulary of words is for a child a simple matter, children's memories being on this point extremely good. But to deal with idioms is harder, and while we are breaking the back of this difficulty we should not burden the pupils with realising unfamiliar ideas." The author of the papers says that this was the principle of language teaching before the Germans, and that while not following him entirely, he finds one or two of Gouin's principles of immense importance. "One is that we should begin with familiar matter, employing the mental carriages which the students will easily supply for themselves. Another is to keep alive the element of action in our matter; to bring up ideas in a series corresponding to the consecutive phases of an action. Closely following this is the rule to concentrate attention on the manipulation of the verbs and to practise the pupils in using them, both positively, interrogatively, and negatively. When this first stage is over, then comes the time for a reader dealing with life in the country from which the language comes." The whole paper is interesting and important and should be closely studied by every Headmaster and by every teacher of English. "Hints for Teachers" contains points that deserve attention. The use of pictures is advocated, and every school should, it is said, have a compass. Geography should in higher classes always be taught in

connection with history. Mr. Chapman's article on typical errors of Indian students is rather vague and diffuse. Only one typical error is quoted. It would have been more to the point if Mr. Chapman had given us several typical errors of idiom and shown how these are related with the students' vernacular. There is a review of Public Education in Bengal. The 'News of the Month' extends to fourteen pages, almost equalling in length all the articles put together.

In the *School World* Mr. C. Godfrey writes on the teaching of Experimental Arithmetic. He confesses that it is difficult to decide where Arithmetic ends and Physics begins. "The Mathematician crosses the line when he deals with mechanics," and Mr. Godfrey thinks that a second trespass for the purpose of including hydrostatics is defensible, and that heat, light, electricity and magnetism should be left to the physicist. Accordingly he draws up a syllabus of experiments. He warns us that "experiments without accompanying lecture work produce no lasting effects. Needless to say, the lecture must be of the Socratic variety: and opinions may differ as to which should come first, lecture or experiment." Mr. Arthur Burrell, of the Borough Road Training College, Isleworth, writes on Spelling and Dictation. There are some hints worth attention; for instance "the mere writing down of an ill-spelt word tends to spoil spelling; while the writing down of the same word correctly, even though the teacher has been asked for the spelling, aids the pupil to spell the word correctly." Again, "the disregard of the child who needs no help is one of the last lessons that we schoolmasters learn. Our tendency is to help on the strong, and thereby to weaken their powers." At the close of this useful article, which all teachers should read, Mr. Burrell thus summarizes his article: "Spelling should grow with reading, should not be taught by vexatious rules, should not rest on philological knowledge; it should be threefold in character—oral, script and print; it should be learnt by lists, vowel and consonantal, and the prevention of bad spelling should be aimed at rather than the constant correction and underlining of words that are guessed at. It should be subject to a weekly revision from the lowest class to the highest, and the direct teaching of it should cease when the child has learnt to judge the new printed word as a jumper judges the width of a brook." Mr. Pearson writes on History Teaching in Junior Forms. The difficulties every teacher meets with in teaching history are discussed. "The juvenile impression that history is 'something that happened long ago'—a kind of fairy tale as distinguished from the story

of every-day life—should be corrected by an occasional lesson based upon different lines and dealing with present facts. The boy must be led to see that history is being made at the present day, and that he is himself concerned in the making of it." "The idea of continuity of progress and improvement is apt to be obscured. The boys get their history in instalments; they endeavour to keep each narrative in its own separate compartment; they see a few isolated facts—one here, another there—and there appears to be nothing of importance between. This particular difficulty is not evaded by confining attention to one short period and working that thoroughly... In order to convey to young children the idea of continuity and progress in thought and action, simple progress lessons should be given on lines connecting the present with the past. The aim here is to show concisely and graphically the progressive steps by which mankind has advanced, to emphasise continuity of thought and action.... The steps are taken in the reverse order of time, so that we may start from facts within the observation of the child." The class use of the history book usually considered suitable for boys of eight and nine is not advocated. "Upon their first appearance books are eagerly welcomed and hurriedly scanned for the sake of their illustrations, but the subsequent lessons tend to suffer in freshness and definite interest. Let the teacher be the source of information in these early stages, where the personal factor counts for so much." The article ends with an outline scheme of History. Miss Todhunter writes on French Girls' Secondary Schools. The boarding-houses attached to a French *lycée* for girls do not seem to be as successful as English boarding-schools. "As regards internal organisation, there is something strikingly conventual about it in spite of the fact that the lycées were started in opposition to the Convent schools... Considering that the French girls play no games, and spend their free time sitting in the school court reading or sewing—considering, too, that they are *always* under supervision—it is not surprising that so many French girls suffer from nerves." Hobbies apparently are not encouraged. "During some months stay in two different internats (boarding-houses attached to lycées), I came across only two girls with genuine hobbies. They take kindly to the needle-work and cutting out taught in school hours, and are clever enough to endow even the black, long-sleeved pinafore, which is the school uniform, with the fit and finish of which the Frenchwoman is past-mistress. Other hand-work is conspicuous by its absence.... The girls themselves take no part in school government or organisation. The school is carried on by the

huge army of officials without appeal to the pupils for co-operation. Their part is one of passive acceptance. One rarely finds a club or other self-governing body even among the elder girls.... The school gives one the impression of a knowledge market—a heterogeneous mass of students rather than a united social community. On the whole there is a failure of *esprit de corps*, and a lack of a sense of responsibility in the elder girls. The want of these may be largely due to the fact that the teachers are absentees..... Intellectually the French girls excel. No one who has taught them can deny their mental acuteness. Could certain moral qualities be developed in the French *lycée* pupil, by such means as games, clubs, and self-government, her intellectual versatility would make her more than a match for the English High School Girl." The *externat*, or purely day school, is in many respects superior to the English High School. "The French girls' externat, supplemented by the home, often creates that many-sided interest in things intellectual which is characteristic of the woman of culture. The intelligent *lycée* girl is really interested in, and can talk intelligently on literature, art and politics." The School Education of the Future Engineer, The Position of Assistant Masters, The Teaching of Model-Drawing are other articles.

In *School* the first articles, a causerie about Public Schools, Secondary Education in Industrial Districts, relate chiefly to British Education and do not therefore lend themselves to quotation here. Mr. H. Bompas Smith writes on *Science in Education*. Mr. Smith points out that "the resistance offered in some quarters to the introduction of scientific methods is probably due to the unfortunate tendency to confuse scientific teaching with the teaching of science. The article will be useful to teachers and contains good points. As for instance, "It would be a disastrous error to suppose that because an action or habit is natural to a child, it must therefore be right." A Pioneer Inspector, 1820-1830, gives an account of the first Inspections of Schools in Ireland. The most interesting articles are *Public Schools—Shrewsbury*, with illustrations, and *Common Room Papers, on the Schoolmaster's Manner*. Schoolmasters unconsciously acquire mannerisms and the object of the article is to show how these come about and in a sense to excuse them. Do people generally realize that "the schoolmaster spends nine-tenths of his life with inferiors—inferiors in age, in knowledge, in experience, in most of what goes to make up the real man?" From this inevitable but unnatural association certain results will follow. The master's tone, temper, bearing, &c., will be modified. Mr. H. E. Long writes on the *Evils of Exces-*

sive Organisation. He begins by declaring that he does not want to overthrow the system of State control. For good or evil it is established, and is admitted to have done much. He wishes to point out some of the evils which are creeping almost unnoticed into the education system, and which, if not checked may go far to wreck the good already achieved. In the first place he points out that organisation is often supposed to be the equivalent of education. Competent officials are of course necessary to manage financial affairs, but their interference with the teaching in schools is deprecated. Mr. Long insists that the person most competent to teach and plan his teaching is the teacher and that even well-meant interference will steadily crush out individualism in the teacher's work, "and it is individualism which is the life and soul of what is best in teaching." He points out that the salaries of Directors and Assistant Directors of Education being large compared to those received by the bulk of teachers, the best teachers look forward to such posts as the goal of their ambition and that the profession thus constantly loses its best men. He next finds fault with inspection. Admitting that some inspection is necessary, he thinks that the Board of Education ought to be satisfied with the report of one of the recognized examining bodies. "The real problems which confront us in our class-rooms are such as inspectors, kindly and sympathetic though they may be, have no conception of. He thinks that it should be an indispensable qualification for every inspector that he should have taught for a long period, something like fifteen or twenty years, in a school. Mr. Long complains of the alarming growth of red tape, and asserts that the life of a teacher, more especially of a head teacher, is rapidly becoming occupied with the filling up of forms. The time so employed must be taken from something, and the freshness and vivacity of teaching must suffer. Mr. Long protests, strongly protests, against the claim made by the Board of Education to interfere actively with the curriculum. Not only are certain subjects prescribed, though it is the headmaster of the school who is most competent to decide the matter, but even the number of hours to be devoted to each is regulated. Then it is required that the whole form should be promoted and special permission has to be obtained to enable scholars to be kept back. Mr. Long says that the evils complained of are worse for women teachers than for men teachers and that over-pressure is far more common in girls' schools than in boys'. Finally Mr. Long quotes a resolution by the Association of Headmasters objecting to the current regulations of the Board of Education as

tending to undue restriction of freedom and affirming that its policy of minute regulation of details of school work constitutes a great danger to Secondary Education.

Miss Geraldine Hodgson writes on *Elementary and Secondary Education*. She bases her remarks on a statement of Mr. Birrell's that he could find no difference between Elementary and Secondary Education other than the fact that, in the case of the former, children left school at the age of fourteen and in the latter at the age of seventeen. Miss Hodgson insists that there is a very real difference in the two kinds of education corresponding to a very real difference between the environment of Elementary scholars and that of Secondary scholars. She points out that hygienic conditions are in the case of Elementary scholars markedly inferior, and she protests against the mingling of clean, tidy children with dirty and verminous children. Again the intellectual and moral conditions are different. In the Herbartian sense Government, a rigid system of reducing children to outward order, prevails in the Elementary School, while Discipline, the gradual formation of a right frame of mind, is the key-note of the Secondary School. Secondary Schools are better staffed, and the atmosphere, is superior. Lastly the difference in the future life and occupations of the children of the Upper and Lower Classes, is necessarily reflected in their school life. The remaining article, that on Higher Technological Instruction in the French Universities, is a continuation of the article on the same subject that we noticed last month and gives further information, this time about the Universities of Grenoble, Lille, Lyons, Lorraine (Nancy), Poitiers and Toulouse.

The Journal of Education.—In addition to the Occasional Notes, Colonial and Foreign Notes, Jottings, Notices of Books and the like, there are singularly few articles. There is a Report of the Teachers' Guild Conference at Sheffield, and a leader on the (Education) Bill in Committee; and really the only article in the ordinary sense of the word is 'The School as a Social Centre,' by Mr. Frank Adkins. He points out that mere teaching is no longer the chief aim of a master. In addition to the lessons he gives, he gives social help to the children in all sorts of ways. The parents consult him about their children. We get glimpses of the social plexus in which the school is involved. "The Health Committee, the Poor Law Guardians, the Distress Committee make use of the school in different ways; and the Tramways Committee finds itself mysteriously (and often unwillingly) entangled in the education question by reason of

the eternal shifting of population which it facilitates and the immobility of school buildings; also because of the increasing demand for excursions to parks and places of public interest that is being constantly made by teachers." Mr. Adkins says that the teacher in an urban school realizes more keenly perhaps than anybody else the effect of city life upon a population. "He is confronted by the fact that children ought not to be allowed to live within great cities." We thus get a glimpse and no more of those great, grimy, and in winter sunless, towns of the North; where the working classes live in long monotonous rows of houses, unbroken by any open space. To the children, three or four excursions per annum into the country must suffice. Some only get into the country once a year, many not at all. Truly the clergyman, the doctor and the teacher in a great town have much occasion for anxious thought. Thus the teacher becomes a champion. "Who, if not the teacher, shall speak up for children's rights; shall call the attention of those who are neither hard of heart nor wanting in thought, but simply blind through use and wont to the sinister significance of it all—to the vital importance of healthy childhood? And may not the teacher venture further? May he not point out that any change in our fiscal system which stimulates manufactures will increase the size and therefore the "towniness" of towns; that wealth is more desirable in the form of a healthy population than in the form of increased industrial dividends? If he were very bold he might even take a step further and suggest that the protection of agriculture might, if accompanied by certain changes in our system of land tenure, tend towards the re-establishment of national physique; and he might even use his knowledge of the domestic economy of the poor to explode certain popular misconceptions on the subject of "cheapness" and the "pleasures" of suburban and slum life as compared with the "dullness" of life on a large farm within reach of a great city." By this it will be seen that Mr. Adkins is an ardent reformer and, since he mingles education with politics, or at least with social politics, would get into trouble out here. Finally he asserts that the teacher ought to be consulted on the religious question.

The Educational Times publishes remonstrances by several bodies of teachers against the proposed abolition of the Teacher's Register. The sole article in the number is on *The Teaching of Geography, The First Two Years*, by Professor Lyde, and even this is the reprint of a lecture. He thinks the study of Geography should begin at eight years of age. Before this however, the

children have received valuable preparation for Geography in Nature Study. When the study of Geography begins, "the teaching must be the teaching of a science, while for the children the learning must be the learning of an art. You will teach by observation and comparison, from the known to the unknown, and the children will put your help into practice. Children must go on observing the forms of land and water until they can make distinct mental pictures of them, and until you are satisfied that they can reproduce by drawing position and modelling relief.... When you are satisfied that the class really understands the simple forms of land and water that can be seen at home—I never knew this happen in less than two terms, and I think it should take three—you will go on to the second step: the unknown. And the latter must be the largest of its kind which they are going to come into contact with: that is to say, one must go direct from the known and seen homeland to the globe, not from home to county, county to country, country to continent—that is only going from one unknown to another unknown.... The globe should be a plain black one, and you should put on it only those features which decide the general rainfall.... When the class has got a fair knowledge of the position and character of these world water-partings, add such further details as you wish to include in your first continent (preferably South America) but many details are to be avoided; and when the class are drawing or modelling a continent they should have the very minimum of necessary time, in order to make it impossible for any one who fusses about with comparatively unimportant details, instead of concentrating attention at once and entirely on essentials, to finish the work in the time allotted.... Nor is there much time to go beyond this if one wishes to cover all the continents by the end of the second year, unless at least one of them has been brought into the first year." Personally he preferred to give the whole of the first year to the homeland and the actual transfer from that to the globe; and to keep all the continents for the second year. He concluded by uttering a word of warning against the over-conscientiousness of the average female mind. It was the greatest possible waste of both the time and the attention of the class to try to teach them too much and with premature accuracy of detail.

The Indian Review for June contained an article on *Education in India* by Lala Lajpat, Rao. He marshals an array of figures to prove that while comparatively little has at any time been spent on education, less has been spent of late with the result that education is stagnating. But we confess

that we are quite unable to make head or tail of the following: "The following table gives the number of boys of school-going age of which one is in an Arts College, in the five University Provinces of India:—Bengal, 711; Madras, 755; Bombay 1,029; Punjab 1,319; United Provinces, 2,502."

Further Mr. Lajpat Rao weakens instead of strengthening his case by writing thus: "In a country where the economic circumstances brought about by an alien rule force the people to look to other countries for even the necessities of life, where the unlimited resources provided by a bountiful Providence are closed to the sons of the soil and are only accessible to clever, energetic, and enterprising foreigners, where the wealth of the country is being daily drained out of the country, and where a fairly intelligent population are, for want of education and opportunities, being reduced to the position of drawers of water and hewers of wood, education, I say, is a question of life and death." There are no resources closed to Indians and open to foreigners, but so long as Mr. Lajpat Rao and his fellows prefer rhetoric to action, so long will the 'clever energetic and enterprising foreigners' reap and deservedly reap the fruits of their industry. Few of Mr. Lajpat Rao's figures are more recent than 1901-2 and hence the recent activity of Government in the development of education is left unnoticed. Unhappily there is only too much reason for many of his strictures.

GEOMETRICAL PROBLEM AND SOLUTION.

If G be the point of intersection of the bisectors of the angles A and B of a Δ , right-angled at C , and $GD \perp$ on AB ; then, the rectangle $AD, DB =$ area of the Δ .

Sol. From G draw $GE, GF \perp$ s on OB and OA respectively.

Now the Δ s AFG and ADC are congruent (I-26). Also the Δ s BEG and BDG are congruent (I-26).

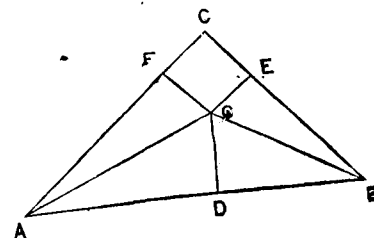
$\therefore AF = AD, FG = DG$; and also $BE = BD, EG = DG$.

Now OG is a rectangle, and $FG = EG$.

$\therefore OF = OE = FG = GD$.

Let $AD = p, DB = q$, and $GD = r$.

Then also $AF = p, EB = q$, and $OF = OE = r$



And $AB = p + q$.

Now $AO^2 + OB^2 = AB^2$

i.e., $(p + r)^2 + (q + r)^2 = (p + q)^2$

i.e., $r(p + q) + r^2 = pq$

Also $AO \cdot OB = (p + r)(q + r)$

$= r^2 + r(p + q) + pq = 2pq$.

$= 2AD \cdot DB$. But $AC \cdot CB = 2$ area of the Δ .

$\therefore AD \cdot DB =$ area of the Δ

C. ANANTA CHARJI.

[One might proceed at once to $GD = FG = GE$, &c., if a knowledge of Book IV is assumed, for the above is the construction for the radius of the inscribed circle.—EDITOR.]

OUR ENGLISH LETTER.

CAMBRIDGE, June, 1906.

There still is one chief topic of interest in the Educational world here. All over England men are endeavouring to abstain from discussing the Education Bill, and are not succeeding. Many are not content with using voice alone, so that the correspondence columns of the newspapers are filled with criticisms and suggestions, attacks and counter-attacks. And it cannot be said that there is any lack of variety in the solutions offered. Certainly the country is divided into two camps, but the reasons given for adherence to one cause or the other are almost always different; what has the enthusiastic support of one defender of the Bill, is the very point which has almost converted another defender into an opponent. At the time of writing only Clause I has been passed. The most serious issue, from the Government point of view, is Clause IV, which provides special facilities for religious instruction in cases where a four-fifths majority so desires. The Nonconformists threaten opposition to this clause, and it has not the enthusiastic support of the Roman

Catholics, whom it was meant to benefit. Hence some amendment is almost certain. And clause by clause the Conservatives will fight the Bill, relying on the House of Lords to send the Bill back in a shape unrecognizable by those who framed it. This may be the signal for a stern conflict between the two Chambers. One of the Cabinet has stated that the Government would immediately go to the country. This may be doubted, as their majority is too convenient to be risked so soon. And yet the Commons could hardly accept the rebuff, as the issue was undoubtedly before the electorate and no uncertain verdict was given on the two points of public control and absence of sectarian tests for teachers. But out of one of these points another serious issue has arisen. The Government, anxious to maintain their position with regard to sectarian tests, has laid it down in the Bill that where under special conditions denominational teaching is provided for, it shall not be given by the ordinary teachers. This the teachers themselves resent: why should they not give this teaching, if they so desire? Otherwise will not an amateur and incompetent element come in and mar the educational efficiency of the school? Whichever side the Government take in the end, their course is not easy.

We spoke of the framers of the Bill. It should not be forgotten that the Cabinet is a very composite body by no means of one colour of thought, as its opponents were at one time not slow to point out. As the Secretary for India has said, there are members of the Anglican Church as well as Nonconformists in the Government, and it is no chief concern of such men or of Agnostics like Mr. John Morley himself, to set up Nonconformity in place of Anglicanism as an endowed religion. But there is an authoritative rumour—and the speeches of certain Nonconformists have given a certain colour to it—that the Bill, as it stood about the middle of April, was very different from the one laid before the House, and that substantial changes were made in it because of the refusal of the Nonconformist leaders to support it as it stood. Visions of Dr. Clifford rampant are easily conjured up, but it is doubtful whether the rumour is not the invention of a journalist who has an eye for probabilities.

There is one fact of undoubted interest to record. To judge from views expressed on all hands, the secularist position on this question has been gaining much ground. Everywhere one hears argument in favour of it. It is acknowledged by all to be the one logical position. The position is that the work of teaching religion

should be left to the churches. And yet the division in the Commons reveals a curious state of things. The amendment in favour of secularism was supported in telling speeches; there was no hostility to religion on the part of those who spoke first; but there was a smaller proportion of votes for secularism than was secured a generation ago in a similar amendment on Mr. Forster's Bill. Only 63 members supported it, while there were 477 against. And yet it is difficult to see how the Secularist solution is to be avoided much longer unless indeed there come that truce between the churches which is so desirable alike for the sake of Religion and Education. But the British public is religious at heart with a great belief in the Bible, and, if extremists on each side can but be silenced, will continue to secure the open alliance of religion and education in the primary schools.

On the whole the teaching profession welcomes the Bill. Teachers are put upon a securer foundation owing to the greater public control. But the chief mischief is that so many passions are aroused, and we have not yet secured the final settlement that is so desirable. We cannot hope to secure the best results out of a system which dies with a Cabinet. As things appear now, this solution will be completely rejected by the next Conservative Government. And in fact it will need all the wisdom and wit of Mr. Birrell to get the Bill satisfactorily through the House of Commons.

The proposed abolition of the Teachers' Register has aroused much comment. This is of course purely an educational question and the party politician is not concerned with it. But protests against the clause which provides for the discontinuance of the Register have been made from many influential quarters: resolutions have been passed by the Incorporated Association of Headmasters, the Association of Assistant Masters, the Teachers' Guild, and on May 12th an Educational Conference, summoned at Oxford and composed of representatives of all the Universities, together with the associations named above and the Head Masters' Conference, passed a resolution practically unanimously, demanding the withdrawal of this clause. The crux of the matter lies in column B of the Register, which is a record of the qualified secondary teachers. The existence of this record it is claimed, has induced increasing numbers of Oxford and Cambridge men to take the course of training in teaching and be examined for the diploma: this is undeniable and the increase is not reflected in the register only because long enough time has not passed to

enable it to have its effect. Accordingly it is considered in every way undesirable that at this juncture anything should be done to discourage secondary teachers from undergoing this training. While this is the official view of the clause, it should be stated that numbers of the secondary teachers whose names have been on Column B are profoundly uninterested in the question, being of the opinion that their guineas were quite unnecessarily expended, as the presence of their names among such an indiscriminate and heterogeneous mass is of no obvious service to them. The clause is not by any means essential to the Bill and it will be interesting to see what influence the representations that have been made will have on Mr. Biffrell.

At Cambridge the Syndicate has again been busy. A year ago its proposals were defeated: now its amended proposals have been routed. The votes were: *placet* 241, *non-placet* 747. There was little enthusiasm displayed on either side: non-residents were not whipped up to vote as was the case last year and many who were satisfied neither with things as they are nor with the proposed change, voted *non-placet*. Altogether the anti-climax has been complete. For the present, attempts at reform seem doomed. As ever, it is hard for the advocates of change to agree on the precise nature of the reform that is wanted. The ardent reformers, despairing of reform from within, are now wondering if outside compulsion will not have to take the place of peaceful persuasion. The out-voter is master of the situation, and the out-voter is conservative to the backbone. Certainly things are not as they ought to be. Those who know what it means to teach, for instance, a science scholar enough Greek to get through the Little-Go, hardly appreciate the position that to abandon compulsory Greek is to abandon Greek altogether: arguments, too, as to the educational value of Greek hardly hold in such cases. Altogether it would seem as though the reformers had been ill-advised and precipitate in opening the question again before there was any substantial agreement among themselves.

A full report has just been published of the Teachers' Guild Conference held at Sheffield a month ago. There was a keen discussion, in which no little difference of opinion was expressed, on the advisability of teaching Hygiene in the schools. The dangers were freely expressed. The Headmaster of Rotherham Grammar School read a *verbatim* letter from a mother to a teacher, not presumably one of his own staff—"Please do not teach Mary Anne any more about her stomach: it makes her so stuck up." In the

middle of the Hygiene discussion one of the audience made the suggestion that whatever might be thought of teaching the laws of health they certainly required at this point that an interval should be taken so that the hall might be aired: an adjournment followed immediately: from which it follows appears schoolmasters are at times at least prepared to practice what they preach. This reminds me of a hit once made in an after-dinner speech. Mr. Cuming Macdonald, M.P., who had been successively a clergyman and a barrister and a man of business, was one of the guests. "Mr. Macdonald at one time used to preach: he has now even ceased to practise," Mr. Tristram, Headmaster of Loretto, spoke at the Conference: he was strong against early morning school in the summer, and maintained that it ought never to be necessary for a boy to supplement the school dietary. In summer, he thought, boys should be allowed to take their coats off in school: "discipline and dignity that depend on a coat are not worth much in the rough and tumble of the world."

The question of school dietary is one of the most important that the master of a boarding school has to face. And at the back of the question, and very much to the front in the school-life, is the Tuck Shop. There was an interesting article in the May *Badminton*, entitled, 'Eating one's cake and having it.' It quotes with approval the profits that accrue to the game-funds of the big schools from the Tuck Shop. Haileybury makes about £200 a year in Tuck Shop profits and this money is all expended on the school games: what is spent on the Tuck Shop comes back again on the cricket pitch: You eat your cake and it pays for your cricket pavilion, even though few of the boys think at the time they are laying such a solid foundation. Bradfield has spent £2,500 from this source on fives-court, pavilion, and cricket field. Should these things be? There are those who strongly condemn the existence of the Tuck Shop: Almond abolished it at Loretto. No one advocates indiscriminate eating of unsuitable confectionery between meals, but can all eating of this kind be stopped? If it cannot,—and the boy in the third form is not the 'type set up in the heavens'—is not a recognized Tuck Shop less of an evil than illicit feeding? But this view is anathema to some: they regard it as the State regulation of vice: the material aid given to the school games in the matter of finance is more than counterbalanced by the physical detriment to the boys, and playing tackle is much less important than sound training. The more lenient view was happily summed up by the famous

headmaster who said "when boys overeat themselves at the Tuck Shop they are automatically providing a remedy for their disease."—"a masterpiece of complacent cynicism," as some one has declared it to be.

A Commission has been appointed to inquire into the affairs of Trinity College, Dublin. The question of a Roman Catholic University for Ireland we have always with us. It is known that certain of the Cabinet favour the proposal, but there is probably too much weight of opinion against it for them to introduce a Government Bill. Meanwhile this is added to the already formidable list of Irish grievances. The opponents of the proposal argue that for the State to establish a Sectarial University would be a retrograde step and that the atmosphere of Trinity College is bound to be Protestant so long as it is under the Catholic ban: the solution of the difficulty is in the hands of the Catholics who must expect the State to step in and solve a problem that they themselves have created. Still no one maintains that the Irish Universities are in a satisfactory condition, and the findings of the Commission will be awaited with interest.

It is said that the following translations have occurred in a recent M. A. examination of a Scotch University. *Audax omnia perpeti*—Bold enough to apply for any office.

Reviews and Notices.

ENGLISH MEN OF LETTERS—WALTER PATER BY A.C. BENSON.

There have been men who in relation to their environment were like visitants from another sphere. In our world, they were not of it; something unearthly revealed itself. Unfortunately we did not know what to make of these men. Their laws were not our laws, and they were lucky if they did not get into trouble. With our usual perversity we endeavoured to fit these men to careers repugnant to them. Surely Shelley was one of these men. No doubt he was on his way to another sphere when by some perverse fate he was made to appear on ours. Goethe in Germany, and Emerson in the United States are similar examples, and we might perhaps add to the list Walter Pater, who lived curiously apart from the world, breathing like Shelley, Goethe, Emerson, an ampler ether, a diviner air than that respired by ordinary mortals.

Walter Pater's family may have been of Dutch origin, but this is uncertain. In Cowper's days,

Walter's progenitors were living hard by Oleny, and the preservation of some verses by the poet in his handwriting would argue some degree of intimacy. An emigration to America took place and here Walter Pater's father, Richard Glode Pater, was born. Early in the nineteenth century Richard's family returned to England and settled at Shadwell (between Wapping and Stepney), now a forlorn spot in the East End of London, but then probably not without attractions. Here Richard Pater practised medicine, chiefly among the poor. He married a Miss Hill and had two sons and two daughters. The elder became a doctor and died in 1887; the second, Walter Horatio, the famous man of letters and the subject of this notice, was born in 1839. Soon after his birth his father died. The family moved to what was then the quiet village of Enfield. At fourteen the boy entered the famous King's School at Canterbury, "when he seems to have been regarded at first as idle and backward; but he was popular in spite of an entire indifference to games. Not till he entered the Sixth Form did his intellectual ambition awaken... Like many boys of ability, he was affected by a sensitive shyness, a reticence about his inner thoughts..... Pater was always apt to be reticent about his own interior feelings, and confided them only to the more impersonal medium of his writings. He had no taste at any time for indulging in reminiscence, and tended rather to be the recipient of other people's thoughts, which he welcomed and interpreted with ready sympathy, than to be garrulous about the details of his own life, which, with characteristic humility, he was disposed to consider destitute of interest." As a child he had a taste for ceremony and played games that showed clerical tastes, pompous processions and the like. This learning to a clerical life was strengthened by intimacy with Keble, but, as we shall see, hesitation always supervened at the critical moment of decision and Pater never became a clergyman. An autobiographical vein is to be detected in his two pieces, *The Child in the House* and *Emerald Uthwart*. "But it is necessary to resist the temptation to take either of them as in any sense a literal representation of facts. Rather it may be said that Pater's early years supplied him with a delicate background of reminiscence, upon which he embroidered a richer ornament of dreamful thought, using, in his own phrase, the finer sort of memory."

"The only definite artistic influence under which he is known to have fallen in his school-days is the influence of Ruskin, whom he read as

a boy of nineteen. It is possible to trace this influence in Pater's mature style; there is something of the same glowing use of words, something of the same charming naïveté and transparency in the best passages of both; but whereas Ruskin is remarkable for prodigality, Pater is remarkable for restraint; Ruskin drew his vocabulary from a hundred sources, and sent it pouring down in a bright cascade, whereas Pater chose more and more to refine his use of words, to indicate rather than to describe. Ruskin's, in fact, is a natural style, and Pater's is an artificial one."

In June, 1858, Pater entered Queen's College, Oxford. "Pater lived a very secluded and unobtrusive life, associating with a few friends; he worked at classics with moderate diligence, amusing himself with metaphysics, which even in his school-days had begun to exercise an attraction over him. There is nothing which would lead one to suppose that his thoughts turned in the direction of either art or literature." Jowett told him that he had a mind that would come to great eminence. But Pater was not to come to eminence by way of examinations, for he took a Second and not a First Class (1862). After taking his degree he continued to reside in Oxford and took pupils. In 1864 he was elected to a Fellowship at Brasenose College, where he was to spend the next thirty years, by far the greater part of his life.

He spent his long vacations in Germany joining his aunt and sisters who were living there to complete the education of the latter. But, characteristically, Pater struck up no acquaintance with Germans, and did not acquire a conversational knowledge of German. In 1869 he took a tour in Italy, with the result that art gradually became the great study of his life, and occupied the place that was at first taken by philosophy. "There were two distinct strains in Pater's mind: there was on the one hand a strong impulse towards transcendental philosophy, a desire to discern as far as possible the absolute principles of life and being.....On the other hand there was a strong attraction to precise and definite types of beauty. Pater was checked in his metaphysical researches by his acute sense of the relativity of thought, by his apprehension of the sacredness of beauty, by his deep sensitiveness to art. What he longed for was a reasonable formula, which could connect the two, which could make him feel that the same law was at work both in the region of beauty and in the region of philosophical truth."

His metaphysical studies are preserved in a short paper on Coleridge which appeared in the *Westminster Review* in 1866 and was his first published writing.

Pater's life at Oxford flowed in the placid, uneventful current characteristic of the lives of Oxford dons. He lectured to men preparing for the pass degree and gave lectures on Plato, afterwards published in book form, *Plato and Platonism*. Mr. Benson remarks on the ascetic simplicity of his Oxford life. His rooms were small and were plainly furnished with little ornament other than a few engravings, the selection of which marked the art lover. His meals and general course of life were simple to a degree. "His habits were absolutely regular; few days were without their tale of quiet study. He concerned himself very little with college matters, though he held various college offices.....Pater did not make friends easily, unless he was met with a certain simple candour and ready sympathy: what he valued was a quiet domestic companionship, in which he could talk easily of what was in his mind." "He was not at any time a great reader or a profound student, he was on the lookout for quality rather than for definite facts. He was very fastidious about the style even of authors whose matter and treatment he admired.....He read less and less as time went on; in later years, apart from reading undertaken for definite purposes, he concentrated himself more and more upon a few great books, such as Plato and the Bible, which he often read in the Vulgate; he made no attempt at any time to keep abreast of the literature of the day." It would easily be inferred from what has already been said of Pater that he was scarcely the man to lead with success a band of high-spirited young men, much given to athletics, like the Brasenose men. "Pater regarded his Oxford life primarily as a life of quiet literary study; this was his chief object; he had a strong natural dislike of responsibility; he did not consider himself a professional educator, though he thought it a plain duty to give encouragement and sympathy in intellectual things to any students who desired or needed direction. But he did not conceive that there ought to be any question of disciplinary training or coercion in the matter; to those who required help, he gave it eagerly, patiently, generously; but he never thought of himself as a species of schoolmaster whose business it was to make men work: on the other hand he realised his personal responsibility to the full. He was always ready to give advice about work, about the choice of a profession, and above all laboured to clear away the scruples

of men who had intended to enter the ministry of the church, and found themselves doubtful of their vocation. He had a special sympathy for the ecclesiastical life, and was anxious to remove any obstacles, to resolve any doubts, which young men are so liable to encounter in their undergraduate days.....At the same time it was felt that his relations with younger men were guided more by a sense of duty than by instinct.....It was clear that he was in a way self-centred, that he depended on no one, but lived in a world of his own, working out his own thoughts with a firm concentration, and that though he was endlessly kind and absolutely faithful, yet that few made any vital difference to him. He was a steady friend and always responsive to the charm of youth, of sympathy, of intellectual interest. But even those who were brought into close contact with him were apt to feel that far down in his nature lurked a certain untamed scepticism, a suspension of mind, that lay deeper than his hopes and even than his beliefs."

Considerations of space prevent our following Mr. Benson in his account of Pater's writings. Mr. Benson refers to the caricature of Pater as Mr. Rose in Mallock's *New Republic* and affirms that the satire was unjustifiable and caused Pater much distress.

In 1885, the year of the publication of Pater's greatest work, *Marius the Epicurean*, Pater moved to London. He still resided in term-time at Brasenose, but spent the vacations mostly in London. Here, as at Oxford, simplicity marked his life. He died in July, 1894, from a sudden attack of heart failure.

We have dwelt far on Pater the man because we recognize his personality as being of a rare kind. The elusive nature of such a life makes the task of giving some account of it all the more difficult and Mr. Benson is to be congratulated on the success he has achieved.

LESSONS IN SCIENCE—GREGORY AND SIMMONS, (MACMILLAN & Co).

The preface explains that the book has mainly been written "to meet the needs of pupil teachers and others who propose to offer the Physics and Chemistry of the Elementary Science Syllabus when taking the new Preliminary Examination for the Certificates of the Board of Education." Certain changes made by the Board of Education rendered the authors' *Manual of Elementary Science* unsuitable for the new examination, and

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at the request of many teachers the present volume has been prepared. Certain parts of *Elementary General Science* by Mr. L. M. Jones, and of *The Science of Common Life*, by Mr. Stenhouse have been reproduced in the present book, which seems to answer its purpose well and is likely to maintain the usefulness of the Elementary Science Series published by this enterprising firm.

JUNIOR ARITHMETIC—BORCHADT, (RIVINGTONS).

Books of this kind continue to pour in. Last month we noticed a Junior Arithmetic by Pendlebury and Robinson, and The Winchester Arithmetic by Godfrey. The volume is based on the author's *Arithmetical Types and Examples*, but new matter is introduced. The more elementary parts of the subject are given greater prominence. Model solutions and copious notes on theory are given. Attention is drawn in the preface to some of the distinguishing features—the exclusive use of the new method of Multiplication, Decimals and the Metric System placed before Vulgar Fractions, the insistence on the importance of Rough Checks, early introduction of simple examples on areas, volumes, the unitary method, the application of Graphs, important sections on contracted work, &c., with the usual Text-papers and a set of harder miscellaneous problems. Common sense is displayed in the abandonment of Recurring Decimals except when necessary for the reduction of a vulgar fraction to a decimal and *vice versa*, in the omission of examples requiring use of the facts that $5\frac{1}{2}$ yds. = 1 pole, and $30\frac{1}{4}$ sq. yds. = 1 sq. pole, and in requiring money answers to the nearest penny. There is an obvious misprint in the preface, where the 5 in the $5\frac{1}{2}$ yds. (= 1 pole) is omitted. The book is priced at two shillings. We repeat what we said of the Arithmetics reviewed last month. The absence of Indian weights and measures prevents the book under notice being used as a class-book in Indian Schools, but the book should be used by a teacher as a supplement to the class-book and he should endeavour by its use to make his Teaching of Arithmetic up-to-date.

CHAMBERS'S THOROUGH ARITHMETIC, TEACHER'S BOOK, No. 111.

This is a book of quite a different kind from the last. It consists merely of answers, notes and mental exercises. The examples to which the answers are furnished do not go further than compound Division of Money, so that the book is of value only for the primary classes. We

hope no teacher will so use the answers to the mental exercises as to save the trouble of personal calculation. The teacher ought if possible to do without the book during this exercise, he should set the sums given (or others) from memory and himself calculate the answers.

CHAMBERS'S TWENTIETH CENTURY GEOGRAPHY READERS.

Two volumes of this series lie before us. Book I, *Little Folks at Home and Abroad*; Book II, *Life in Our Own and other Lands*. The get-up of these books is most attractive. The paper and print are excellent and the illustrations are remarkably good. The titles are self-explanatory. In a description of children playing by the sea or on the hills elementary physical geography is introduced and the account of a visit to London naturally serves as the means for the introduction of much interesting matter. An Indian Postman, Policeman and School are illustrated in Book I; Indian Women and an Indian Prince riding in State on an Elephant in Book II. British children could not have interesting facts presented in a more attractive form. Book I, ten pence; Book II, one shilling.

LONGMANS' SUPPLEMENTARY READERS—THE WHITE COMPANY BY CONAN DOYLE.

The book is 'adapted for school use,' though as far as our recollection goes, the original text did not require any adaptation. The book is illustrated and priced at eighteen pence. It is not easy to speak with confidence of the literary taste of an Indian boy. The "bluggy" delight of the English youth does not appeal, perhaps, to him. But there is no reason why European boys should not be asked to read this book as supplementary to the class reader. We fear from what we observe that astounding ignorance is the only word that can describe the relation of a European school-boy in India to English books. In a Senior F.A. Class of a European College, not a single boy had read such a boy's book as *Tom Brown's School-days*.

KINGSLEY'S ANDROMEDA, NARRATIVES FROM MACAULAY, A MIDSUMMER NIGHT'S DREAM, (MACMILLAN & Co.)

These are farther volumes in Macmillan's series entitled *English Literature for Secondary Schools*. All Kingsley's verse appears in his *Andromeda*. A boy is poorer by his ignorance of the grand old myths of Greece and this cheap reprint of Kingsley should bring delight to many a boy.

The Narratives from Macaulay comprise *The Trial of the Seven Bishops*, *the Siege of London-Jerry* and *the Massacre of Glencoe*. These volumes are so priced (one shilling) that even the poorest school may find the means of purchasing them.

A FIRST YEAR'S COURSE IN PRACTICAL PHYSICS—JAMES SINCLAIR, (GEORGE BELL & SONS).

After explaining in the Preface that the book attempts to provide for Pupils in Day Schools, Evening Schools and Pupil Teachers' Classes, a course in Practical Physics which is not too difficult for young students, but which contains all that is really essential, Mr. Sinclair goes on to remark very sensibly that "in most books on Practical Physics the experiments are surrounded by a considerable amount of theory. I think this is a mistake. All the theory should be given by the teacher, at least for the first year. The best way to teach the theory is to gather the pupils round the blackboard at the beginning and at the end of an experiment, and discuss the experiment with them." Mr. Sinclair's book presents one feature which we fancy is novel and which could only have occurred to a practical teacher. Numerous Exercises at the end of each experiment are given and besides illustrating the main principles underlying the experiment, provide work for those pupils who finish the experiment before their neighbours. As Mr. Sinclair says, it is best to keep all pupils at the same experiment, and the exercises secure this. Mr. Sinclair gives useful hints on the careful recording of experiments. The book is of course very elementary, but those for whom it is intended will find that it is admirably adapted to meet their wants.

THE CIRCLE SERIES OF SCIENCE NOTE BOOKS, (BLACKIE AND SON).

In the book just reviewed Mr. Sinclair among other hints laid stress on note-books with a few pages of squared paper, some pages divided into tenths of an inch and ten into millimetres. In this Science Note-Book the right-hand page is ruled in the ordinary way for note-taking, a margin being left, while every left-hand page is ruled both ways so as to divide the page into squares of one-tenth of an inch each way.

We have also received specimen pages of the *ATLAS OF THE WORLD'S COMMERCE* BY GEORGE NEWNES AND CO. The specimen pages relate to wheat and coffee. After a brief summary, charts showing the annual production in various coun-

tries and the total production from year to year are given, and then follow series of Maps. The Madras Presidency is, in one of these, marked as having under one per cent. of crop area devoted to wheat. We once knew a boy who spent an appreciable amount of his leisure in staring at maps, and study of the wheat-maps in this atlas would do more good than pages of statistics. In Geography most boys have no sense of proportion. They class Bombay and Tuticorin together as ports. Wheat is grown 'somewhere' in Northern India. Now the wheat-maps show clearly where most wheat is grown in the world and where least. There is a map of India which by colour arrangement shows clearly that most wheat is grown in the Punjab and the United Provinces. A very large proportion of this map of India is coloured blue to indicate "no returns." We think it might have safely been inferred that in the greater part thus indicated, there were no returns simply because no wheat was grown. It goes without saying that if the whole work is of the same value as the specimen pages now before us, it should find an honoured place not only in all Commercial Schools but in every High School and College Consulting Library.

Indian Educational Notes.

MADRAS.

THE Assistant Principal of the Madras Veterinary College has been declared a Gazetted Officer.

THE Committee of the S. P. C. A. have again resolved to offer Gold and Silver Medals to the best essayists in English and the vernaculars on the subject of "The Indebtedness of Mankind to the Lower Animals." The competition is open to students of all Colleges and High Schools in the Presidency. Intending competitors should send their essays before the 31st October next to the Honorary Secretary, S. P. C. A., Madras, from whom conditions of the competition can also be ascertained.

THE Islamiah Lower Secondary School, Trichinopoly, was established in 1887 by the Shamsia Society, Trichinopoly. In 1892 the financial condition of the school was in a very pitiable condition, but the Secretary of the Society took the school under his own management and did his utmost for the betterment of its condition. The school was given a piece of land for a school-house by the Government under a registered trust deed, on condition that if the school-house was not completed within five years, the grant of the site would be cancelled. The period is over and no building has been raised. It has been all along a question of funds. The Mahomedan Educational Committee, Trichinopoly, has

obtained from the Government a further extension of three months. The Committee has for its object (1) the building of a school-house on the assigned site, (2) raising the present Islamiah Lower Secondary School to the status of a High School imparting education on national lines, and (3) instructing pupils in technical subjects—a long felt desideratum in the Southern Districts. To concert measures for the fulfilment of its object, a public meeting of the citizens of Trichinopoly was recently convened under the Committee's auspices with Mr. G. T. H. Bracken, Assistant Collector, in the chair. The Chairman, in the course of his speech, said that the Committee should not lose the golden opportunity and that it should raise a building on the site, and establish a High School. Several people then spoke in English, Tamil and Hindustani. A subscription list was opened and a sum of Rs. 2,650 was subscribed on the spot, Hindus and Mahomedans contributing alike.

As certain portions of the Code of Regulations for European Schools seem to require elucidation. Managers will no doubt find useful the following explanations, issued by the Inspector of European Schools, Madras, and based on official instructions from the Director:—

It is not intended that the applications referred to in Proceedings R. C. No. 8449 of 1905, dated 29th March 1906, should be accompanied by a formal undertaking on the part of the management in regard to the number of non-European pupils. It will be for the Inspector of European and Training Schools to see that no school is admitted to the benefits of the Code in which the proportion of non-Europeans exceeds that admissible under Article 2.

The replies to the Proceedings R. C. No. 8449 of 1905, dated 29th March 1906, should be submitted through the Inspector of European and Training Schools, and if already received in the Director's Office will be returned to the Inspector.

The present Managers will be considered as correspondents under Article 5 of the Code. The use of the term "Manager" instead of "Correspondent" should be given up.

Fresh applications for recognition will not be required. In dealing with each of the replies to the Proceedings quoted above, the Inspector will make specific recommendations as to whether the school should be recognised under the Code, and if so, in what grade (Article 15.)

As feeding and clothing grants cannot be given on the old system after the 30th March 1906, and those already sanctioned should not be drawn for any month later than March, Correspondents entitled to them should submit as early as possible applications for new boarding grants. In doing so careful attention should be given to the provisions of Article 41. The certificates under Article 41 should accompany the application for grant, and will be returned for filing in the Correspondents' offices. The form of application for feeding and clothing grants in the appendix to the Grant-in-Aid Code may be used.

The Code is in the Press and will be available very shortly.

Scholarship examinations for the current year may, in anticipation of the sanction of Government, be conducted in accordance with Notification, dated 20th February 1906.

The Middle and High School Examinations need not be held this year.

The existing curriculum for High Schools is practically comprised among the curricula possible under the Code, and can be followed. The existing curricula for Primary and Middle Standards need not be changed during the present year.

Intents for forms may be made and will be compiled with as soon as practicable, but submission of applications need not be delayed for want of printed forms.

Salary grants may continue to be drawn until further orders; the amounts drawn for April and succeeding months will be deducted from the amount of fixed grant payable for 1906-1907.

It will be observed that the questions asked by the Council of European Schools at the meeting of the 28th April, 1906, are answered above.

The following are the only institutions which have been recognised by the Board of Education, London, for purposes of paras. 3 and 4 of the Teachers' Registration Regulation:—

Doveton Protestant College, Madras.

Stanley High School, Coimbatore.

Collegiate School, Vepery.

Sarah Tucker High School, Palamcottah.

The annual prize distribution to the students and pupils of the Government Training School for Mistresses, Coimbatore, took place recently. Miss Lynch, the Inspector, Southern Circle, presided and gave away the prizes. There was a large attendance of the relatives and friends of the pupils, besides a number of Brahmin ladies, the wives of some of the leading native gentlemen of the station. After the English students had sung a song of welcome, two little girls came up and presented Miss Lynch with a handsome garland and a bouquet of flowers. An interesting programme was then gone through, the musical pole drill being especially admired.

Mrs. de Rezario then read the Report for the past year, which stated that the average number trained in the Training Department in the last three years had been 15 and the total number who had passed out of this school had been 120 Lower Secondary and 166 Primary teachers. In the examination held in December, 1905, the results were as follows:—For the Written Test for Teachers' Certificates of the Lower Secondary Grade nine students appeared and six passed. In the Primary examination six appeared and three passed. At the Annual Inspection which took place on the 11th and 12th of October, the Practising Department did well. At the end of the year the whole school did very well at the different final examinations.

The prizes were then given away by Miss Lynch, who addressed a few words to those present, and the

proceedings terminated with the singing of the National Anthem.

A Meeting of the Calicut circle of the E. and A.-I. Association was held recently, with Mr. A. R. Knapp, I.C.S., in the chair. It was resolved to address the Government praying for the continued recognition of the European Boys' High School, Calicut, on the ground of its being wanted in the town, which has a considerable Eurasian population.

It has been decided to devote the interest accruing on the Innes Prize Endowment Fund, which has been invested in the Treasurer of Charitable Endowments, to the provision of an Annual Prize, to be called "The Innes Prize," which will take the form of books or of money, and will be awarded annually, on the recommendation of the Council of the Madras Presidency College to a senior student of that college for general proficiency in English.

It has been decided to devote the interest accruing on the Kunjambu Nambiyar Prize Endowment Fund, which has been invested in the Treasurer of Charitable Endowments, to the provision of an annual prize, to be called "The Kunjambu Nambiyar Prize," which shall take the form of books or of money, and will be awarded annually, on the recommendation of the Council of the Madras Presidency College, to the student in the Senior B.A. class of the Presidency College who exhibits most proficiency in the Malayalam language and literature.

At a meeting of the Executive Committee held recently, it was resolved to award a scholarship of Rs. 7-8 per mensem each to Mir Abul Hasan Sahib, student, Junior B. L. Class, Law College, Madras, and to P. R. Gulam Kader Sahib, student, Senior B. A. Class, Christian College, Madras. It was also announced that a sum of Rs. 17-8 had been received as repayments of money received by former scholars and that a sum of Rs. 30 had been realised as contributions to the Service Corps Fund.

The proposal of the Madura District Board, made in accordance with the recommendation of Mr. Alfred Chatterton, Inspector of Technical Schools, for the abolition of the general education classes in the Madura Technical Institute has been sanctioned by Government.

The Rev. Brother Forde has resumed the Principalship of St. Joseph's College, Coonoor, and has not resigned the appointment.

At the business meeting held on the occasion of the annual meeting of the Madura Tamil Sangam it was resolved that a memorial be submitted to the University, and if necessary to the Government, urging the retention of the old curriculum of studies in Tamil for the Matriculation Examination and of the present courses of studies for the B. A. Degree Examination and making the F. A. or Intermediate Examination correspond with the B. A.

Degree Examination and that a Sub-Committee be formed to draft the memorial to be submitted to the University.

A LARGE public meeting was recently held at Bellary, Mr. Ahmed Sait presided. It was resolved unanimously to pray Government not to abolish the High School, but to defray the net cost, as in other Districts, because of the educational backwardness and crippled Municipal finances of the town. The Municipality was also requested to support the petition.

RECENTLY the students of the Government College, Mangalore, gave a farewell entertainment to Mr. Panje Mangesh Rau, B.A., L.T., who leaves the College shortly to join his new appointment of Sub-Assistant Inspector of Schools. Mr. H. Malim, M.A., the Principal of the College presided. The Secretary of the College Club read an address which was followed by speeches from Mr. Malim and Mr. Mangesh Rau. After vocal and instrumental music light refreshments were distributed amongst the students and the staff.

IN accepting provisionally the budget estimate for 1906-07 of the Lawrence Asylum, Ootacamund, the Government have requested the Committee of the Asylum to submit immediate proposals for retrenchment so as to provide financial equilibrium in the case of the female branch of the Asylum.

PRINCIPALS of schools and teachers who prepare pupils for the Trinity College Music examinations will be glad to learn that a centre for these examinations has been opened at Ootacamund. Dr. Creser, MUS.D., will be the visiting examiner. A very efficient Committee has been formed with the Rev. B. M. Morton, M.A., B.Sc., as Chairman. Those desirous of further information in this connection may apply to the local Secretary, care of Messrs. Misquith and Co.

THE annual treat and distribution of cloths to the pupils of the "Music Class for the Blind" took place recently at the premises of Mr. P. Ramachandra Row, B.A., Chief Interpreter, High Court, Egmore, who also presided on the occasion and gave away the cloths. The pupils were given a sumptuous meal at about 5 p.m., after which they treated the audience to several songs accompanied by musical instruments. After the reading of the report for the past year on the progress of the school the pupils sang a few more songs. The Chairman next distributed the cloths to each pupil and addressed the audience as follows:—

Mr. Rungaswamy Iyengar and gentlemen: It has given me great pleasure to witness the performances of the pupils of your school known as the "Music Class for the Blind," and to be the medium of distributing the cloths so kindly provided by you for them. There is a saying: "the value of a thing is never so well appreciated as when it is lost." You, Mr. Rungaswamy Iyengar, whom I have

known for the past twenty-five years and who once enjoyed the blessing of eye-sight as well as any one of us present here, were in the prime of life suddenly deprived of it a number of years ago, and have ever since remained blind. I think it is this fact that has moved you deeply to sympathise with these unfortunate people and to take great pains in providing for them instruction in an art which appears to me to be the means of not only making them feel cheerful and enjoy life to some extent, but also of affording innocent pleasure to others and thus making an honest living for themselves. All the pupils sung very well and some of them also made considerable progress in playing on the violin and handling the *mirdangam*. The strength of the school is only fourteen pupils and the funds are very scanty. In spite of your strenuous exertions you feel it very difficult to maintain and improve the school, which deserves encouragement at the hands of the public. I shall be glad to make a donation in its aid from time to time, and hope that with more liberal support from the public the school will during the current year show progress in the number of its pupils as well as the quality of its useful work. In conclusion I have to thank you, Mr. Rungaswamy Iyengar, for having given me this opportunity of presiding at this function and thus becoming personally acquainted with the work of this school. Mr. Rungaswamy Iyengar again thanked the President for presiding and for so readily allowing him the use of a portion of his premises. The pupils then gave three hearty cheers for H. M. the King-Emperor, the Maharajas of Baroda, Travancore and Mysore, and three more for Mr. Ramachandra Row, and the happy function terminated.

THE first anniversary and the Prize-giving ceremony of the Coronation Memorial High School, Koduvayur (Palghat), came off on Monday evening with Mr. C. W. E. Cotton, I.C.S., the Divisional Officer, in the chair. The proceedings commenced with music, and some excellent recitations given by the boys, after which the Secretary of the Committee of Management presented the Annual Report. Then followed the staging of a few scenes from *The Merchant of Venice*. The acting was excellent, and one and all of the characters sustained their parts very well.

The President made an interesting speech, in the course of which he congratulated the prize-winners as also the Committee of Management. He referred to the movement in Palghat for imparting Higher Education—as evidenced by the opening up of a large number of new High Schools all over the Taluk. Referring to the circumstances at Alathur he hoped that there would be a satisfactory settlement. Koduvayur, he thought, was a very suitable centre for a High School, and though opposed to the opinions of some of the prominent educationists he was strongly in favour of High Schools in rural or semi-rural parts as opposed to towns. Unless town schools are well equipped with hostels, schoolboys are exposed to great temptations at a very susceptible age.

In rural schools boys are still under parental control. Rural and semi-rural schools may be at a disadvantage in the matter of staff; but the Manager of the O. M. School was not going to let that be a reproach. Turning to the report, which was full and interesting, the President was glad to notice that all castes and creeds were coming to the new school and two munificent donations had been made to the Library. He had hitherto thought that library books were only read by the masters but the report said otherwise. A permanent Endowment Fund is absolutely necessary. Its creation would vastly increase the stability of the school and secure for it a larger measure of public confidence. A new school building will soon be erected which will also hold the L. F. Lower Secondary School. The latter will however continue under the L. F. management.

MYSORE.

The Bangalore City authorities have decided to erect the new Municipal School on a site near the old Palace in the Fort. The original site selected was in the heart of the City, but the Engineering authorities, after the foundations of the new building had been laid, condemned the site as unsuitable.

The Hon'ble Mr. and Mrs. Fraser and Mr. V. P. Madhava Rao, C. I. E., Dewan of Mysore, paid a visit to the Maharani's College recently. The girls were congregated in the Hall. They sang some songs and the National Anthem and then repaired to their respective places. The visitors then went to all the classes, and made enquiries of the elderly ladies as to their object in prosecuting their studies. The enquiries were specially made of the widow students. They were glad to learn that some of them were for the embracing of the profession of lady teachers. These enquiries and the advice that followed operated as an encouragement to these students.

Mr. V. P. Madhava Rao, C. I. E., Dewan of Mysore, presided over a small but interesting gathering in the Mysore Deaf, Dumb and Blind School at the capital recently. The proceedings were begun by reading, singing, writing to dictation, and working sums in arithmetic by the boys of the Institution, in each of which they acquitted themselves very creditably. Mr. M. Srinivasa Rao, B.A., to whose sympathetic and gratuitous labours the Institution owes its origin and development, read a Report. The School, which was started in October, 1901, with one blind boy and three deaf-mutes, at present has on its rolls 21 blind and 13 deaf-mutes. Of these only two pupils hailed from outside the Province. After the reading of the Report Mr. Madhava Rao, C. I. E., clearly exhibited his sympathy with such institutions and for the unfortunates whom they assist. In the course of his speech from the Chair, the Dewan remarked on the great progress made by the school during the last three years, and reminded those present of the deep interest taken in it by H. H. the Maharajah, who had given the services of

a graduate trained in methods of teaching the blind, deaf and dumb. Commending the school management, and commenting on the significance of the sympathy shown in assisting the afflicted by Mr. Sparkes, Mr. Maconochie, I.C.S., and Mr. Bhabha, the Dewan described the institution as unique and promised a handsome donation.

The Government have passed orders revising and improving the scale of pay of the Pandits of the Chamarajendra Sanskrit College, Bangalore, and of His Highness the Maharajah's Sanskrit College, Mysore.

RULES have been issued in respect to Post Graduate Scholarships, the cost of which is to be defrayed from the annual proceeds of what is known as the Damodar Dass Charities Fund. It is a purely Mysorean series of scholarships of the "by a Mysorean for Mysoreans" class. Not a student can receive a scholarship unless he has graduated from a Mysore College. But the scheme is an admirable one, and keeps well in view its declared object of encouraging and promoting Scientific Research and Technical Education among the people of Mysore. Ordinarily, there will be two scholarships per annum, each tenable for two years "or such other period as may be fixed by the Mysore Government with reference to the subject of research or of education selected." The subjects enumerated are chemistry; physics; applications of chemistry or physics to agriculture and to the various arts and industries likely to be of the greatest benefit to the Mysore country (such as dyeing; the extraction, purification and testing of sandal and other indigenous oils; soap and candle-making; glass-making; paper-making; match-making; photo-mechanical printing; sugar-refining; textile industries); medical research, especially in hygiene and bacteriology; mechanical engineering; and mining and metallurgy (including electro-metallurgy).

Mr. H. J. Bhabha, the popular Inspector-General of Education in Mysore, has left on a tour in England, and the United States, for the purpose of studying systems of manual training there. The secret, if such it was, was well kept until a few days ago, and a good many people have been taken by surprise. There is a good deal of manual training, of one kind or another, in various schools in Mysore, but I fancy Mr. Bhabha desires to systematise and extend this branch. He is in many ways the fittest man in the department to study "foreign" methods and to see to the application of any that commend themselves to him as adaptable to local needs; but he is well advanced in years, and will have to impart his ideas to younger men if any new scheme that he may adopt is to be worked satisfactorily. There is, however, a good deal of youthful vigour combined with his ripe experience, and his record of work in Mysore State has aroused many hopes that superannuation rules will not be applied to him in all their rigidity (which by the way is not a very appropriate term as to Mysore, where such

rules are as much honoured in the breach as in the observance). At any rate this deputation of Mr. Bhabha to Europe and America should assure him of some few years' extension of service and Mysore is in no hurry to part with a tired and trusted friend.

It is understood that Mr. Weir, Principal of the Maharajah's College at Mysore, will act as Inspector-General of Education during Mr. Bhabha's absence. No better selection could have been made.—*Correspondent of the Madras Times*

TRAVANCORE.

A CORRESPONDENT in a Western paper draws attention to the paternal way in which this State provides for the children of its employes. He writes as if he grudged this expenditure. We think it better to suppress the names, which he gives in full. As long as the recipients are deserving such gifts are to be commended. In British India the sons of eminently deserving officials are apt to be overlooked, even when they deserve notice on the ground of their own merits and not merely on that of their fathers' services.

"This 'land of charity' finds all sorts of means to spend the hard-earned money of the poor tax-payer, now on the verge of privation owing to the failure of crops. The latest is a scheme of scholarships to England. Miss ——— who is thirty five years old is awarded a medical scholarship to the value of £300 with a promise that she will be entertained in the service as an assistant to the Lady Doctor, on her passing the L. R. C. P. examination. Miss ——— who failed three or four times to secure a pass in the first M. B. Examination and who in despair gave up that study, is given an extension of her scholarship of Rs. 50 per mensem for four years. The late Mr. ———'s son is to go to England to qualify for Engineering. Mr. ———, son of Mr. ——— is given a scholarship of £200 a year for six years to compete for the I.M.S. Mr. ——— has applied for a technical scholarship to enable him to go to England to study Soap and Candle making. Mr. ——— is commended for another scholarship to enable him to study weaving at Manchester. I hear Mr. ——— is going to apply for two scholarships to send his daughters to be trained as nurses. There are three scholarship students already in Edinburgh besides a few at Bombay, Poona, and Dera Dhun. Besides attending to the education of the student subjects, the State spends nearly ten lakhs in feeding the Brahmins. Theocracy and Socialism hand in hand in Travancore! Surely this is a model State!"

"TRAVANCORE is noted for its fads, one of which is the local School of Arts. I do not know what justification is there to call it a school. What seems to be done there, is buying clay and making flower-pots, and unserviceable jars, etc., and selling them by auction at a very low percentage of the cost. Not a single man has yet begun business of pottery-making who studied in this 'School'. It is a heavy

drain on the State funds to keep up this show and I hope the Maharaja, who is very careful about the State funds, will stop this evil. If it is a school it must be placed under the Educational Secretary."

"A PROPOSAL to establish a Forest School is now engaging the attention of the Durbar. Here institutions are soon started on the lines of those existing in British India, and either thrive or come to grief according to the degree of interest taken by those directly concerned. Schemes are easily initiated, passed and as easily disappear. Such has been the fate of the Medical School started twice with a good deal of apparent enthusiasm. An Agricultural School, again, was brought into existence in 1896, and the object of the Durbar, as stated in one of its official reports, was that agricultural education should "radiate" from the central institution, viz., the Agricultural Demonstration Farm and the school attached to it. The School lasted for five years and was abolished. No village agricultural school or farm was opened nor was agriculture taught in any of the Vernacular Primary Schools as proposed in the scheme. Nobody knows how far the agricultural education "radiated" and whether it reached its circumference at all. Before sanctioning the Forest School, the Durbar ought to define its scope and stick to it. There is no doubt a dearth of professional men in the Forest Department, and the School would be useful if properly managed. The natural facilities are great in Travancore for the scientific study of forestry and allied subjects. But the cost of the School will be out of all proportion to the requirements of the State unless some definite arrangements are entered into with the Madras Government and Cochin State for their entertaining successful students of the School in their services."

BOMBAY.

SOMEBODY has suggested that Hindustani should be taught in all schools with a view to its becoming ultimately the common language of the country. The reasons for selecting this language are that it has a basis in both Sanskrit and Persian, and, therefore, might be found acceptable to both Hindus and Mahomedans; and that even in parts of the country where it is not spoken as a vernacular, a colloquial knowledge of it is fairly common among all classes of the people. The only doubt in the minds of those who have suggested the idea seems to be whether the language should be written in the Urdu or the Devanagari character. The Mahomedans would cling to Urdu, the Hindus to the Devanagari. But the objection does not seem insuperable to the proposers. Apart from this objection, there is no instance in the history of the world where a people chose the language they would speak. Ordinarily, they spoke the language of their parents. The cases in which a whole community changed its vernacular are very few, the only instances we can remember being those of small communities which sought a refuge among races speaking languages other than

their own. It will no doubt be a good thing to have a common language for India, but for the present English seems to possess more of the conditions of such a language than any vernacular. The cultivators of Assam and the Punjab, of Agra and of Madras, do not feel the need of a common language and have no need of one. Those who feel the need find it more useful to learn English than Assamese or Punjabi, Hindustani or Tamil. Language has its laws which cannot be altered at the command of any individual or society.—*Indian Social Reformer.*

At a meeting of Mahratta authors and literary men, held in Poona, on the proposal of Mr. B. G. Tilak, it was resolved to continue the work of compiling the Mahratti Encyclopædia begun by Mr. M. B. Namjoshi. Mr. Tilak said Government had promised to contribute Rs. 10,000 towards the cost of such a work, and he urged his hearers to band together to carry it through. It is estimated that the work will occupy fifteen years to complete at the very least.

The Society for the Promotion of Education amongst the Masses, which is trying to do good work in Bombay, has seen the scope of its operations enlarged by the affiliation of new schools during the past year, and the teaching arrangements in the seminary have been reformed in various directions. A small Industrial Class has been opened where about twenty selected boys are being taught carpentry under a fully qualified teacher in addition to the rest of the school curriculum. The ordinary instruction given has also been improved by the introduction of drawing, object lessons, kindergarten occupations and class singing. The scholars came exclusively from the backward castes of Hindus, the different castes being well represented on the rolls.

BENGAL.

At Kalimpong, Mr. Earle, Director of Public Instruction, Bengal, laid the foundation-stone of the second wing of the Bourdillon School, and opened "Bene Cottage," the gift of the late Major Jarvie, of Bearsden, Scotland, in memory of his wife.

The scholarship known as "Dr. Chandra's Scholarship," of the value of Rs. 361-8 will be awarded to the successful candidate who will be selected at an examination to be held this year in November, 1906. The examination is open to—(1) All senior students of the Medical College, Calcutta; (2) Any senior student of the Medical College who may at the time of the examination be studying at any Medical College in India or Europe; (3) Any graduate or licentiate in Medicine of whatever standing and however employed who may have obtained either in Europe or in India a Medical diploma or degree entitling him to practice Medicine, provided that such graduate or licentiate at some time received a portion of his professional education in the Medical College, Calcutta.

During the present of the Maharajah, will

A CONFERENCE into the question of educating Tea Estate children is to be held at Darjeeling shortly.

At the last Calcutta University Examination Brahmo ladies were able to secure notable passes as under:—Two B. A.'s, one F. A. first Division, three Second Division and one Third Division. All of them were from the Bethune College.

EIGHT leading publishing and bookselling firms in Calcutta have forwarded a memorial to the Lieutenant-Governor of Bengal against the continuance of State aid to the School Book Society. The memorialists point out that several leading English firms have established branch concerns for the supply of books published in Europe and America to the public. The Society has outlived its usefulness and the purpose for which it was instituted, and acts unfairly on private enterprise as it is assisted by public funds. The memorialists believe that the aid which Government renders to the Society could be usefully employed in assisting the publication of rare and interesting books which are not within the scope of the ordinary publisher to bring out, or which do not show a sufficient return on the capital sunk to make it worth his while to produce.

THE serious decrease in the number of boys attending the lower classes of High Schools in Eastern Bengal, during recent years, has now attracted the attention of the Lieutenant-Governor of the new Province. Sir Bampfylde Fuller states that he has been informed that this is due, in some measure, to the unpopularity of the existing curriculum of studies, which, in fact, a number of the High Schools have refused to accept. As a result of the action of the Lieutenant-Governor in drawing the attention of the Education Department to the matter, the Director of Public Instruction has raised the question of revising the curriculum of High Schools in Eastern Bengal. Tentative proposals have been made, and in the meanwhile the assistance of public opinion is asked for in dealing with a question which, as it is officially expressed, "is so intimately connected with the interests of the community." The letter of the Director of Public Instruction on the matter is published in the *Eastern Bengal and Assam Gazette* for general information and criticism. Comments and suggestions will be received up to January 1st next.

THE Hockey team of St. Xavier's College, Calcutta, are to be congratulated on the success which has attended their visit to Bombay. They played four matches and drew one. In the second round, they beat the East Lancashire Regio-Royal Indian Marine Dockyard Club by 3 goals to 1. In the third round, they beat the High School Old Boys (the holders of the Aga Khan Cup) and the game resulted in a pointless draw. In the replayed semi-final, they beat the Cathedral High School Old Boys (Holders) by 2

THE verbosity and other hysterical attributes of the patriotic Bengali seem to be only surpassed by his bewildering innocence—or is it his crass perversity? No better example of the general demoralisation caused by encouraging the youth of the country to revolt against the laws of discipline and order and run wild, shouting *Bande Mataram*, could be found than that shown in the results of the last Entrance Examination of the Calcutta University. One would have thought that the Native Press, after inciting the noisy, feather-brained, juvenile battalions to neglect their schooling and devote their time to playing the fool in the political pandemonium which has been going on for so long in Bengal, would have kept a discreet silence when they found such a fine bumper crop of failures among the Entrance students; but no, the *Amrita Basar Patrika* has not been able to resist the temptation of laying the blame on the present system of education, which, it says, "is truly emasculating our children." The *Patrika*, in its usual inimitable style, has the following comment on the matter:—

There has been a terrible massacre of the innocents at the last Entrance Examination. Such is the general complaint. Why? Has a moral plague come upon our boys or upon the examiners themselves? Whatever may be the cause, Heaven save our children from the reformed University. What a fearful slaughter while the old rules are still in force! God knows how things would stand under the new rules that are now on the arvil. The present system of education is truly emasculating our children. The Swadeshi movement is our sole salvation in the present crisis. Let our young men freely take to arts and manufactures, and our nation will be saved. If not, we are sure to be swept off the face of the earth in no time, and that is another way of securing the salvation of the nation.—*The Advocate of India.*

PUNJAB.

It is hoped that the Bishop Cotton School now being rebuilt by the Punjab Government at a cost of some three lakhs, will be ready for occupation next spring. The old school buildings were burnt to the ground last summer.

SIR Charles Rivaz very recently inspected the building operations at the Bishop Cotton School, in Simla. Among those present to meet His Honor were Messrs. Bell, Bean and Crosse, the Bishop of Lahore, the Commissioner, the Director-General of Education, Messrs. Granville, Robertson, Colonel Williams, and others. It appears that the new building will be ready within a year. In the meantime provisional arrangements have been made for the housing and messing of the boys. The new gymnasium and drill hall will greatly enhance the value of the school.

In the recent examinations held by the Education Department in the Punjab, 370 young men have obtained certificates of qualification as teachers. This

supply falls far short of the demand. As for female teachers, every available candidate has obtained employment, and 300 more are wanted.

THE Director of Agriculture, Punjab, is sending five selected stipendiary students to the Cawnpore Agricultural College for a three years' course of instruction. When they return, they will be employed in the Agricultural Department.

ONE hundred and sixteen students of the Medical School, Lahore, who were out on strike, have come in. All made submission. About 164 others, including the ringleaders, still stood out, according to the last information received.

PROFESSORS Gokal Chand and Dewan Chand, of the D. A. V. College, have issued an appeal to the public for contributions to make up the sum of Rs. 3,000 required to found a scholarship in memory of the late Lala Ram Chand, to be awarded to a deserving student in any of the schools under the control of the Arya Samaj.

LATELY Mr. Bell, Director of Public Instruction in the Punjab, broke his journey on his way from Murree in order to receive a Mahomedan deputation and to preside at the annual prize-giving of the Islamia School at Rawalpindi. One gold medal and several silver medals were offered, and there was great enthusiasm. Afterwards, Mr. Bell presided at the celebration of Empire Day at Gurdaspur. Six medals and various prizes were promised by leading native gentlemen. Mr. Bell in his remarks at Rawalpindi and Gurdaspur pointed out that too many prizes were given, that the prizes were to a great extent cheap and trashy, that many of them were given without regard to competition or effort, and that he did not approve of rewards for "honesty," "good manners," "good conduct," and other moral qualities. In his opinion to reward a particular boy for being honest was to degrade the whole school.

THE Nawab of Bahawalpur has made the education of the sons of the Rases of the State compulsory and has opened a separate boarding house for them. A Girls' School has been opened from the 1st June.

A LARGE physical laboratory is to be built by the Punjab Education Department in Lahore on the present camping-ground of the Public Works Department as soon as the new Public Works offices are constructed.

UNITED PROVINCES.

ALTHOUGH Mr. Theodore Morison, late Principal of the Aligarh College, has left India, his interest in the country has not ceased. In an article in the *Quarterly Review* he recounts the widespread influence that College has exerted on the Mahomedan community of this country, and he concludes by reminding the followers of the Prophet of the words

of Sir Syed Ahmed, to the effect that until the Mahomedans can produce highly educated men and women, they will remain beyond the reach of the higher appointments that must fall in an ever-increasing share to their more enlightened Hindu fellow-countrymen.

A RESOLUTION of the United Provinces Government notifies an important expansion of the scope of the Thomason Engineering College, Roorkee. From October next a Technical class will be opened at Roorkee College. The course of instruction will extend over three years and the class will be limited to thirty students who will be nominated by the District Boards.

WITH regard to the founding of the Medical College in the United Provinces, the Lieutenant-Governor, Sir James La Touche, writes:—"Future generations will regard the inception of the Provincial Medical College as the most important event in the medical history of the year. The proposals of the Taluqdars of Oudh were accepted by every class of the residents of the United Provinces, and the cordiality and enthusiasm displayed is a thing long to be remembered, and without parallel in the history of these Provinces."

MR. C. F. De La Fosse has been selected to succeed Mr. Lewis as Director of Public Instruction, United Provinces, when Mr. Lewis retires from the service.

It has been decided to close the Lunatic Asylum at Lucknow and make over the buildings to the Normal School.

WITH the sanction of the Secretary of State the Government of India have decided to raise the status of the existing Imperial Forest School at Dehra Dun, which will in future be known as the Imperial Research Institute and College, and the staff of which will include six officers of the Imperial Service who will hold the following posts:—Imperial Silviculturist; Imperial Superintendent, Forest Plans; Imperial Forest Zoologist; Imperial Forest Botanist; Imperial Forest Chemist and Imperial Forest Economist. These members of the staff will be seconded and will draw pay according to their position on lists and the following local allowances:—Principal, Rs. 200 per mensem; other Imperial officers, Rs. 150, and Assistant Instructors, Rs. 75.

It is reported from the Basti district in the United Provinces that one Ghurboo, a Mallah by caste, has spent all his earnings in building a school in his village without any ostentation, deeming it an act of charity. The man has spent his all.

BURMAH.

FOR some time past the attention of the Rev. Mr. Bamber, Principal of the St. John's College, has been given to the complaints that some boys of the school had travelled on the railway without tickets and assaulted railway employes while in the execution of their legitimate duties. About twenty

boys have been under examination, of whom ten have been expelled without being accorded acquaintance certificates. Drastic measures were necessary to put a stop to this nuisance, which was liable to bring discredit on the college, and the Principal is to be commended for his prompt action.

By his last Will and Testament Dr. Strachan, late Bishop of Rangoon, has left Rs. 20,000 to be applied towards the completion of the Cathedral in Rangoon; Rs. 20,000 to the Governors of the Diocesan High School for Girls, Rangoon; Rs. 10,000 to be invested for the support of orphans in the Bishop's Home for Girls; besides Rs. 10,000 to be invested for a "Bishop Strachan's Scholarship."

CEYLON.

THE Colombo papers announce the death of Professor W. J. W. Glasston, M.A., LL.M., Classical Master at St. Joseph's College, which took place at the General Hospital, Colombo.

A VERY sad accident occurred recently, at Batticaloa, when young Morgan Allegacone, son of Mr. Allegacone, a teacher at St. Andrew's School, pointed a gun at a class-mate, unaware that the gun was loaded. It went off, lodging the contents in the body of the unfortunate boy, who was immediately removed to the hospital, where he expired. The town Vanniab held an enquiry and the Medical Officer is holding a *post mortem*.—U. O.

UNDER the heading "A University for Ceylon," the *Ceylon Observer* says:—"The promoters of this movement have been displaying much energy. To make known their views and, as a medium of agitation, they are publishing a calendar, the first number of which has been already issued." A meeting of the Committee was held at Colombo, when the financial side of the question was discussed, and from the material collected it was estimated that the raising of the Royal College to the standard of a University or a Presidency College would involve an additional expenditure of Rs. one lakh per year, the whole of which would be swallowed up in paying salaries to the Professors. It was decided to open several Branch Associations; and "when all the material has been gathered and public opinion throughout the island sufficiently educated to recognise the necessity for a University," it is intended to approach H. E. the Governor on the subject.

HYDERABAD.

THE Home Secretary, who is keen on educational reform, is evidently responsible for insisting upon a better class of teachers being maintained—and it has been a case of maintaining with a vengeance in some cases—in the Government and aided schools. Accordingly all Primary and Middle school teachers will have to undergo a course of training in the Government Normal School for a suitable period.

Foreign Notes.

THE function of opening the new buildings at Aberdeen University, at which Sir Andrew Fraser will represent the Calcutta University, will take place about the middle of September.

MR. Indu Bashan De, a scholar of the Association for the Advancement of Scientific and Industrial Education of the Indians, has obtained the Master's degree of the Cornell University of New York in Agriculture, the highest academical distinction in agriculture in the most advanced college in the world.

UNIVERSITY College of London has appointed Colonel Waddell, Professor of Tibetan.

A MEDICAL Faculty for the Welsh University is in contemplation. The Court of Governors decided last month to petition the King for a charter establishing such a Faculty. A five-years' course is proposed, and only graduates in Arts or Science are to be admitted to medical degrees.

MORE Treasury money for training colleges in Great Britain is promised. The grant will take the form of an annual contribution of 75 per cent. of the amount required by local authorities to repay loans for building purposes. This grant will apply to day training colleges as well as to residential colleges, but it is not yet settled whether students' hostels are to benefit by it or not.

THE voting at Cambridge on the second report of the Examinations Syndicate, recommending the abolition of Little-Go Greek for students of science (only), took place recently; as had generally been anticipated, the amended scheme was rejected by a large majority. The non-placets, indeed, outnumbered the placets by about three to one. The usual preponderance of country clergymen was to be observed among the members of the majority.

HONORARY Degrees were conferred at Cambridge upon the Commissioners sent over by the Emperor of China to study European methods of government, commerce, and education; also on the Honourable Po Jui, one of the Secretaries to the Commission. The Commissioners were shown over Newnham College, which they specially wished to see. At the same congregation Dr. Israel Gollancz, Professor of English at King's College, London, and the Rev. Dr. Gibb, Professor of Ecclesiastical History at Westminster Presbyterian College, also received Honorary Degrees.

A writer in the *Westminster Gazette*, under the nom de guerre of "Sigma," has been criticising (among other University institutions) the Cambridge Lecture system. He says the result of this system is that "the undergraduate spends the best part of the day—the hours of the morning—to a great extent in the mechanical work of taking notes," when he might just as well be learning the same matter direct from the text-books, with less expenditure of time. "Why should an undergraduate transcribe into a note-book, continuously or intermittently, what is already bound and printed? Why should he do the printer's work over again in a less finished way? There is much reason in this criticism, though it must not be forgotten that at any rate some lectures effect a saving of the student's time and temper by placing the

necessary information before him in a more palatable and digestive form than that under which it presents itself in the staple text-books.

AN Indian Fair is to be held in Edinburgh in November next to raise a fund to provide habitation for Indian students attending the Edinburgh University and Colleges.

THE Decimal Association has circulated for publication in London a letter from the Upper India Chamber of Commerce sympathising with the movement the Association seeks to advance. The letter states that the possibilities of procuring standardisation of weights and measures in India are now under consideration.

UNIVERSITY College, London, has more old boys in the present House of Commons than any other school.

THREE new degrees are offered by Sheffield University—those of Bachelor, Master, and Doctor of Metallurgy. The B. Met. may be obtained with or without honours after three years' study by day students, and five years by evening students. A M. Met. must take honours at the B. Met. examination. The Doctorate is a research degree.

WHAT is a public school? A contemporary quotes three interesting schoolboy definitions from a "general paper." The first is "a school at which public spirit prevails." The second is ambiguous: "a school where any boy can be sent; they are formed so that no one gets any profit out of them." In the opinion of the third boy a public school is "where young men are educated from about 14 to 18, and play most games." This is at least partly true.

YALE undergraduates' expenses are reckoned to average £850 for the four years' course—a moderate figure considering the cost of living in America. An analysis of recent returns for 240 senior students has shown that the average annual expenditure of the men who take the highest classes is £147, and of the "poll" men (as Cambridge terms them) £250. Thirty-eight of the whole number averaged less than £100 a year, while twenty-four earned the whole of their university expenses and ninety-five earned part of them.

ENGLISH spelling reform, Professor Skeat told the British Academy last month, depends upon the teaching of the correct pronunciation of the Latin vowels. In Chaucer's day, Latin was spelt as it was pronounced in Italy, and English as it was pronounced in England—the vowel-sounds being the same. As the English language developed, and its pronunciation changed, the English pronunciation of Latin (which, being a dead language, remained the same) changed with it. Hence all our troubles.

"THE absence of corporal punishment, the happiness of the children, and the perfect discipline—from these three springs another characteristic of Japanese schools, the great authority, influence, and happiness of the teachers. Day after day it was irresistibly borne in on me that absence of corporal punishment conferred on those teachers a strength of position, an influence with pupils and parents, and a dignity such as Western teachers might well envy. And I made up my mind that never again would I, or if my persuasion could prevent it, never would any teacher in my school degrade himself by inflicting corporal punishment on a child."

As a result of the cloudburst in the Hyde and Stalybridge district (Cheshire, England) recently, the children at Trinity School had a lively and exciting time. They could not get out of school for the flood, and planks which were laid down for them were instantly swept away. Mr. W. P. S. Bright, the schoolmaster, assisted by others, waded through the water carrying the scholars to a place of safety.

DURING March 521,000 botanical specimens were distributed to 575 London County Council Schools, three institutions, and nine secondary schools in 757 boxes despatched by carriers from the parks.

THE total recorded cost of education in Great Britain in 1901-2 was £16,901,276, the estimated cost in 1904-5 was £19,379,638, and in 1905-6 £20,891,135.

MORRIS JONES, a farmer's son, has attended Penrhyn-Meysyddlydan School, Wales, without missing a single half-day from the time he entered at three years old until he left recently at the age of fourteen to go to the intermediate school. He has been awarded eight medals during that time, and he has well earned them all.

MANY anecdotes of famous men of science appear in the "Life and Experiences of Sir Henry E. Roscoe," the distinguished teacher of chemical science. At one of

the lectures at the Royal Institution he was explaining the colour products from coal. "Ah! now I know the reason for the beautiful colours in flowers!" exclaimed a lady listener. "Coal is found in the earth, and therefore flowers get their natural tints from coal."

Again, Sir Henry was dilating upon sun-spots upon another occasion at the same institution. A lady whom he met afterwards expressed regret at her absence. The lecture on sun-spots, she told him, would have interested her immensely as she had been a martyr to freckles all her life.

A MEDICAL officer of health recently received the following note from a parent in his district: "Dear Sir,—I beg to tell you that my child, aged eight months, is suffering from measles as required by Act of Parliament."

THE Bishop of Carlisle, in advocating a trade being taught to every child, says he was taught to make shirts and stockings.

WE are informed by the Decimal Association that fifty-two additional members of Parliament have—since Parliament reassembled last week—expressed themselves in favour of the reform. With this new accession of strength there are 320 votes to be relied upon in the Commons, so early action is contemplated.

A MOTHER AND HER CHILDREN.

11, Kitchener Terrace, Tynemouth Road,
North Shields, England.

For the sake of other mothers, I must tell you how your Doan's Backache Kidney Pills have helped me.

I have never been strong, and can trace my kidney trouble back to the days of my childhood. Even when a girl in my teens, I was tired and drowsy all the day, and didn't get restful sleep at nights. As I grew in years I seemed to get worse, being irregular, and having attacks of palpitation and nervousness. Between 16 and 17 years of age I couldn't go up half-a-dozen steps without resting; if I attempted to, I fell down. About this age, too, I began to be troubled with sharp pains in the small of the back, and was sometimes taken with dizzy spells.

Time after time I had medicine from the doctor, but it didn't seem to help me at all.

After my 21st birthday, I became more regular, and my health improved, although I still suffered now and then from backache, headaches and dizziness, and the secretions were irregular in passing. I married when I was 24 years of age, and have had, in all six children, the five born before I began with Doan's Backache Kidney Pills and the fifth died within three weeks.

It was about 12 months ago that I began taking Doan's Backache Kidney Pills, having heard them spoken highly of. The first box relieved me a good deal, and I bought some more, which considerably eased my back and improved my appetite. By keeping on with the medicine, I grew better in every way. Shortly after this, I gave birth to my sixth child; "it is the only child not prematurely born, and is going on splendidly—better, in fact, than the other two who survived." It is just two months' old now.

Altogether I have used six boxes of Doan's Backache Kidney Pills, and they have done me more good than all the doctors' medicine. I sleep better at nights, my appetite is improved, and I am a healthier woman now than I have

You are welcome to publish these facts, and I shall be glad if my experience proves helpful to other mothers.

(Signed) (Mrs.) H. MILLER.

Doan's Backache Kidney Pills are Rs. 2 a box, or 6 boxes for Rs. 10. Of all Chemists and Druggists, or direct from the proprietors, the Foster-McClellan Co., 8, Wells Street, Oxford Street, London, England—Post free on receipt of price.

The Educational Review.

We have devoted considerable space this month to three noteworthy speeches. Of these two were delivered at school anniversaries. We commented on Mr. Norton's speech last month and we are glad to be able to give it in full. Mr. Nanjundayya's speech at Mysore is full of interesting reminiscences, and the advice he gave the boys was given with an earnestness not always associated with such functions, and rose far above mere platitudes. It is curious how some people manage to use an occasion like this. We have before us the Report of the Anniversary of an important school in the South, and apparently the Chairman discoursed for an hour on trade in relation to railways, a subject vastly interesting to the juvenile mind!

The third speech we print is that of Mr. V. Krishnaswamy Iyer at the Provincial Conference, Palamcottah. The speech demands attention by reason of the occasion, the subject, and the speaker. Mr. Krishnaswamy Iyer took a leading part in discussions in the Senate on the Revised Regulations, and we may take him as a representative of the Educated Community of Southern India. We in Madras may congratulate ourselves that that community can voice its opinions with so much vigour and yet with so much moderation.

If we are right in claiming for Mr. V. Krishnaswamy Iyer's speech a representative character, then it is clear that the question of Compulsory Primary Education is fast becoming one of first-rate importance.

The Madras Government has long distinguished itself by deference to the wishes of a united educated community. If, then, the educated classes of Southern India unite in expression of a strong desire that the experiment of compulsory primary education may be tried, we do not think that the Government will for long profess its inability to comply with this strongly expressed desire.

This question came up at the debate on the Provincial Budget, and we must confess that the position taken up by Dr. Bourne was to us unintelligible. His remarks in the Legislative Council on this subject are found on p. 197 of our April issue. He said, "The Hon'ble Mr. Sivaswamy Iyer had dealt with the most important subject of compulsory education, and has suggested that an experiment might be tried in selected areas. What struck him most was that the areas such as those suggested by the Hon'ble Member were areas where education had advanced, and, as such, were the least fitted for such experiments. If they were to try that experiment it should be done in some of the districts in which education had not caught on, so to speak, for its own sake."

Mr. Forbes went further: he said, "It would be quite impossible for Government to start an experiment unless they were quite certain, that, if the experiment was successful, it could be extended all over the Presidency. We cannot start an experiment of that sort and then withdraw from it afterwards: we must be prepared to go on with it."

With regard to all these statements we can only ask in amazement, 'why?' Why cannot

Government withdraw from an experiment? Why must it be prepared to go on with it? Government has experimented in a thousand ways in Law, Sanitation, Police, Civil Administration, Engineering, and has always reserved the right to retrace its steps in the event of failure. The first appointment of an Indian to the High Court Bench or to the charge of a District was an experiment. Did Government at the time of making such appointments bind itself to go on appointing Indians, if the first turned out a failure? Government has made experiments in irrigation that turned out failures, but did this deter Government from continuing to devote money to irrigation?

The Hon'ble Mr. Forbes seems to have confused the two meanings of experiment. There is first the experiment in Physical or Chemical Science, in which certain steps properly taken will always lead to the same result, which can accordingly be predicted. We can tell a class that if sulphuric acid be poured on zinc, hydrogen may be expected to be evolved. There is the second sense of a trial: here the result is problematical and not a matter of certainty. A boring for coal is an illustration. Does the Hon'ble Mr. Forbes imply that all Government experiments must be of the first kind, and that the second kind are banned. It was not thus that progress was made in the past, nor will it be thus that it will be made in the future. The step taken in accordance with Macaulay's Minute on Education is an illustration on the largest scale of an experiment of the second kind. Nobody could predict the results, but the risk was taken. Let our present Government be at least as true to its predecessors.

We have already said that Dr. Bourne's arguments are to us unintelligible. We cannot pretend to a close knowledge of the steps by which Compulsory Education spread over Great Britain, but we know that a series of laws was passed, each of increased stringency, and we should be much surprised not to find that elementary education was made compulsory, first of all in the larger towns, and then in the more backward country districts. Mr. Krishnaswamy took up what appears to us to be an impregnable position when he said at Palamcottah, "I am inclined to think that it will be easy to reconcile the small percentage of boys not receiving instruction in the more advanced localities to attendance at school under certain not very stringent penalties."

After all the best answer to official unwillingness to face this Baroda's example. great question is, *solvitur ambulando*. If Baroda can successfully experiment in this direction, why cannot Madras? What is there peculiar to the people of Baroda which causes the experiment to result in success? On turning to the Baroda Administration Report for 1904-5 we find that the experiment of compulsory education has been tried in the Amreli Taluk since 1893. Yet apparently the knowledge of this experiment has not penetrated within the Madras Council. We cannot but think that if the Madras Government had been aware of this experiment and were heartily in favour of the spread of elementary education, it would have promised, in face of the representations made by the un-official members at the Budget Debate, to depute an educational officer to report on the Baroda experiment. We venture to hope that this step

will speedily be taken. In Baroda schools were opened in ten villages in the area selected for experiment in 1893. In the year the number rose to 52, and in the year under report there were 66 such schools in 50 villages of the Amreli Taluk. Adding other schools we get a total of 85 schools in the selected area. Of these twenty-two were reserved for girls. There was a total of 5,879 pupils attending these compulsory schools, representing 11 per cent. of the population of the Taluk. "As fifteen per cent. of the total population may be considered to the proportion of the children of school-going age between 7 and 15; and considering our lower limits of age, which are 7 to 12 for boys and 7 to 10 for girls, we may fairly claim that we have succeeded in placing the entire juvenile population of the Taluk under instruction" (Baroda Administration Report). After a ten years' trial of compulsory education in the Amreli Taluk a law was passed for the extension of compulsory education in 1904. This law provides for the application of the Act to taluks or localities to which the extension of the enactment is duly notified.

A year ago the University Commission had got to work. It finished its task some nine months ago. Its report was said to be under consideration in the early months of the year. Months have elapsed, but nothing further has been heard of any report. We are not surprised that even the good easy-going people of Madras are beginning to display some impatience on the subject. The Commission cost a good deal; it must have collected a mass of valuable information that really ought to have been in possession of the Senate when it discussed the by-laws relating

to examinations and the like. Deprived of this information, the Senate legislated as it were in the dark. No doubt, as the Hon'ble Dr. Bourne remarked at a meeting of the Senate when Dr. Miller asked for information on this very point, it would not be desirable to publish to the world a detailed account of every college, but the authorities of each college should surely be put in possession of a detailed report on the institution managed by them, and the general public may reasonably expect a general report on the state of Collegiate Education in Southern India.

The warmest friends of India might be excused for wondering if educated Indians had really grasped all that was involved in asking for a trial of compulsory primary education. It is no use blinking the fact that for a hundred parents keen on the education of their sons, there are but five or ten really interested in the education of their daughters. There is thus a danger that compulsory primary education should be understood by the majority to mean compulsory education of boys only, and that it should be advocated in this sense. Also it should be clearly understood that many will only urge a trial of compulsory education on the distinct understanding that the experiment must embrace all castes and creeds. We are convinced that a bad impression would be made if it was found that limitations of sex, caste and creed were after all expected by the champions of compulsory education to operate.

But as far as we can see this is not the case. Those who have asked for a trial have always appealed to the example set by Baroda, and must have done so in the full knowledge that no exception is made of

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girls, nor as far as we can see is there any limitation of caste or creed. There are several exemptions provided for in the Act of 1904, but the only one germane to the point now being discussed is the exemption of Purdah girls and children of classes for whom there is a provision of separate schools.

An objectionable practice has twice lately come under our notice.

An Objectionable Practice. The active proprietors of recently-established papers continue sending copies for months together to various people who have never asked for them and then send a reminder that "as you are taking in our paper we shall be glad if you will remit the subscription due." We mention this here, because one of the papers referred to is an educational paper. It ought not to need pointing out that if proprietors of newly-established papers choose to send out copies broadcast, they do so at their own risk, that no one is obliged to write to the proprietors to the effect that he wishes the paper to be stopped as he does not intend to subscribe. He may do so, if he is methodical and conscientious, but another equally conscientious will refuse to do so on principle, and in any case the recipient thinks that every number he receives will be the last and that he need not worry to write to the proprietors.

We are glad to see that a District Educational Conference held at Coimbatore passed resolutions in favour of Provident Funds for teachers in Private Schools and of the improvement of the lot of masters in Primary Schools. We want to say that the salaries offered to teachers are utterly inadequate, and that the quality of teachers will not improve till the prospects of the profession are bettered. Some of the salaries offered are disgraceful and this is especially the case in Bengal. Here are some advertisements for masters in Bengal Schools. 'Wanted a Graduate strong in English for the—School, on a monthly salary of Rs. 35 with free board.' How can anybody be 'strong in English' at that price? We however would like to use some strong English about such miserable salaries. 'Wanted a B. A. strong in Mathematics on a salary of Rs. 40.' 'Wanted a Headmaster (an experienced B. A.) strong in English for the—School. Salary Rs. 44, with free board and lodging.' 'Wanted a B. A. or B. Sc. strong in Mathematics... salary Rs. 45. For a trained man Rs. 50.' The Managers who advertise thus deserve pillorying and we would recommend as one little piece of Swadeshi work of the best kind the raising of the salaries of teachers in the Proprietary Schools and Colleges of Bengal.



JULY 1906.]

Books for Teachers.

	RS.	A.
Gunn's Infant School ...	2	3
Mortimer's Practical Kindergarten for Infant Schools ...	1	9
Hunter's The Art of Teaching Arithmetic ...	0	15
Flux's Pupil Teachers and Scholarship School Management ...	0	15
Wilson's Methods of Teaching ...	2	3
Smith's Continuous Mental Arithmetic. Cartwright's Mental Science and Logic for Teachers ...	1	4
Creasey's Technical Education in Evening School ...	1	9
Lodge's School Teaching and School Reform ...	2	10
Adamson's Education in Plato's Republic... ..	1	14
Mason's Parents and Children ...	2	13
Hugh Miller's My Schools and Schoolmasters ...	2	10
Cox and Macdonald's The Suggestive Hand-book of Practical School Method ...	1	9
Pigon's Principles and Methods of Industrial Peace ...	2	3
Chambers' Object Lessons Manual ...	2	10
Herbertson's Commercial Geography of the British Isles ...	2	3
Chisholm's Hand-book of Commercial Geography ...	11	4
Smaller Hand-book of Commercial Geography ...	2	3
Zehden's Commercial Geography ...	3	2
Read's The Metaphysics of Nature ...	5	10
Whitby's The Logic of Human Character ...	2	10
Jevon's The Principles of Economics... ..	7	8
Mellone's Philosophical Criticism and Construction ...	7	14
Wundt's Principles of Physiological Psychology, Vol. I ...	7	8
Cartwright's Elementary Physiography. Cohen's Theoretical Organic Chemistry. Besant and Ramsey's Treatise on Hydro-mechanics, Pt. I ...	2	3
	3	12

Psychic Manuals, No. II.

Stocker's Soul Culture ...	0	10
— Mentalism ...	0	10

Stories Self-Improvement Series.

How to be Healthy, Wealthy and Wise. ...	0	6
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XII

	RS.	A.
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Potter's Systematic Botany ...	13	2
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OPINIONS.

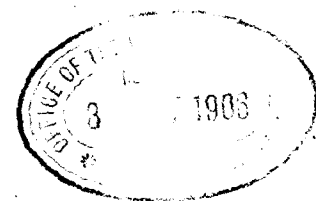
The (Madras) Educational Review:—This is a valuable and useful treatise on Elementary Trigonometry and is the first book of its kind published in Madras. It is evidently intended for the use of F.A. students and, as such, contains an exhaustive and elaborate treatment of the portions of the subject prescribed for the present F.A. course. Every principle is clearly explained and is followed by a large collection of carefully selected exercises. The chapters on compound angles, properties of triangles and solution of triangles are well-written. On the whole the author has spared no pains to make the treatment of the subject as complete and thorough as possible.

H. MALIM, M.A., *Principal, Government College, Mangalore*:—I have read carefully the first ten chapters and glanced at the rest. The book seems to contain everything that is needed by a student whose object is to pass the F.A. examination. You say that your intention in writing it was to prepare a companion volume to Mr. Radhakrishna Aiyar's Algebra and in this you have succeeded thoroughly. The large number of carefully arranged examples should add to its usefulness. The figures are excellent.

S. P. SINGARAVELOO MUDALIAR, B.A., L.T., *Professor of Mathematics, Pachaiyappa's College, Madras*:—After a careful perusal of your book I find several merits in it. The subject is very exhaustively treated. The book contains a mine of valuable information for the F.A. students of the Madras University. The arrangement is good the illustrative examples are apt and the methods of solution elegant. The book is a good companion to Mr. Radhakrishna Iyer's Algebra. I must congratulate you on the production of such a nice little volume. I shall take every opportunity to recommend the book to the students of the F.A. classes in my College.

The West Coast Spectator:—The book is very useful to students studying for the F.A. and the Intermediate Examinations of the Indian Universities. The chapters on the relations between the sides and angles of a Triangle and Quadrilaterals and Regular Polygon are well-written. A large number of question papers embodied in the volume also add to its usefulness. * * * The book seems to us to be one of the best treatises on the subject.

Srinivasa, Varadachari & Co., Triplicane and Esplanade, Madras.



The Educational Review.

A Monthly Record for India.

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No. 8.

THE NEW GRANT-IN-AID CODE.

IN our article last month we dwelt chiefly on the New Code in its financial aspects, and we declared that the Code seriously menaced the progress of all except the very poorest class of primary schools. The well-equipped Girls' School, the "Native High School" for Boys, seem equally likely to receive a set-back. We have so far not seen any cause why we should modify the views we expressed in that article. It is true that with reference to the very important point of the grant hitherto paid on behalf of Lady Superintendents of grouped Primary Girls' Schools and its discontinuance under the New Code, it has been pointed out to us that there is a possibility of its being included in Chapter VI, the provisions of which relate to teaching grants on behalf of schools for special education. It has been suggested that Clause 44 under this heading, stating that 'the amount of grants in aid of Training, Technical, Industrial and Art Schools, Home Education Classes, superior indigenous schools and of other special forms of teaching grants, shall be fixed by the Director after a consideration of all the circumstances of the case,' possibly permits of a grant being paid on behalf of a Lady Superintendent of Primary Schools, since the words 'other special form of Teaching Grants' may be held to include such

grants. On the other hand the chapter relates to grants for *Special Education* (the italics are ours) and the education given in the schools is not in any way special. To this contention answer is made that in Clause 44 itself we have included 'Special forms of Teaching Grants,' and that thus the chapter is wrongly named. It deals with grants for special education and also with special grants for what may for the sake of distinction be described as 'ordinary' education.

Whatever may prove to be the intention of Government, it cannot be denied that at the best the question of these important grants is left very obscure, and the omission of any reference to them in Chapter I, where the grant was expressly provided for in the former Code, is not without significance.

It is clear that the New Code has been read with considerable dismay by nearly every one directly interested in Education. True it is that there is a remarkable exception. No one would have gathered from the leading article in the *Madras Mail* on the New Code that any great difference of opinion was likely to arise in regard to it, or that any of its provisions were likely to be combated. The new method of fixing grants was mentioned and approved but the contentious clauses were left out of consideration together, and the reader was

Degree Examination and that a Sub-Committee be formed to draft the memorial to be submitted to the University.

A LARGE public meeting was recently held at Bellary, Mr. Ahmed Sait presided. It was resolved unanimously to pray Government not to abolish the High School, but to defray the net cost, as in other Districts, because of the educational backwardness and crippled Municipal finances of the town. The Municipality was also requested to support the petition.

RECENTLY the students of the Government College, Mangalore, gave a farewell entertainment to Mr. Panje Mangesh Rau, B.A., L.T., who leaves the College shortly to join his new appointment of Sub-Assistant Inspector of Schools. Mr. H. Malim, M.A., the Principal of the College presided. The Secretary of the College Club read an address which was followed by speeches from Mr. Malim and Mr. Mangesh Rau. After vocal and instrumental music light refreshments were distributed amongst the students and the staff.

IN accepting provisionally the budget estimate for 1906-07 of the Lawrence Asylum, Ootacamund, the Government have requested the Committee of the Asylum to submit immediate proposals for retrenchment so as to provide financial equilibrium in the case of the female branch of the Asylum.

PRINCIPALS of schools and teachers who prepare pupils for the Trinity College Music examinations will be glad to learn that a centre for these examinations has been opened at Ootacamund. Dr. Creser, MUS.D., will be the visiting examiner. A very efficient Committee has been formed with the Rev. B. M. Morton, M.A., B.Sc., as Chairman. Those desirous of further information in this connection may apply to the local Secretary, care of Messrs. Misquith and Co.

THE annual treat and distribution of cloths to the pupils of the "Music Class for the Blind" took place recently at the premises of Mr. P. Ramachandra Row, B.A., Chief Interpreter, High Court, Egmore, who also presided on the occasion and gave away the cloths. The pupils were given a sumptuous meal at about 5 P.M. after which they treated the audience to several songs accompanied by musical instruments. After the reading of the report for the past year on the progress of the school the pupils sang a few more songs. The Chairman next distributed the cloths to each pupil and addressed the audience as follows:—

Mr. Rungaswamy Iyengar and gentlemen: It has given me great pleasure to witness the performances of the pupils of your school known as the "Music Class for the Blind," and to be the medium of distributing the cloths so kindly provided by you for them. There is a saying: "the value of a thing is never so well appreciated as when it is lost." You, Mr. Rungaswamy Iyengar, whom I have

known for the past twenty-five years and who once enjoyed the blessing of eye-sight as well as any one of us present here, were in the prime of life suddenly deprived of it a number of years ago, and have ever since remained blind. I think it is this fact that has moved you deeply to sympathise with these unfortunate people and to take great pains in providing for them instruction in an art which appears to me to be the means of not only making them feel cheerful and enjoy life to some extent, but also of affording innocent pleasure to others and thus making an honest living for themselves. All the pupils sang very well and some of them also made considerable progress in playing on the violin and handling the *mirdangam*. The strength of the school is only fourteen pupils and the funds are very scanty. In spite of your strenuous exertions you feel it very difficult to maintain and improve the school, which deserves encouragement at the hands of the public. I shall be glad to make a donation in its aid from time to time, and hope that with more liberal support from the public the school will during the current year show progress in the number of its pupils as well as the quality of its useful work. In conclusion I have to thank you, Mr. Rungaswamy Iyengar, for having given me this opportunity of presiding at this function and thus becoming personally acquainted with the work of this school. Mr. Rungaswamy Iyengar again thanked the President for presiding and for so readily allowing him the use of a portion of his premises. The pupils then gave three hearty cheers for H. M. the King-Emperor, the Maharajas of Baroda, Travancore and Mysore, and three more for Mr. Ramachandra Row, and the happy function terminated.

THE first anniversary and the Prize-giving ceremony of the Coronation Memorial High School, Koduvayur (Palghat), came off on Monday evening with Mr. C. W. E. Cotton, I. C. S., the Divisional Officer, in the chair. The proceedings commenced with music, and some excellent recitations given by the boys, after which the Secretary of the Committee of Management presented the Annual Report. Then followed the staging of a few scenes from *The Merchant of Venice*. The acting was excellent, and one and all of the characters sustained their parts very well.

The President made an interesting speech, in the course of which he congratulated the prize-winners as also the Committee of Management. He referred to the movement in Palghat for imparting Higher Education—as evidenced by the opening up of a large number of new High Schools all over the Taluk. Referring to the circumstances at Alathur he hoped that there would be a satisfactory settlement. Koduvayur, he thought, was a very suitable centre for a High School, and though opposed to the opinions of some of the prominent educationists he was strongly in favour of High Schools in rural or semi-rural parts as opposed to towns. Unless town schools are well equipped with hostels, schoolboys are exposed to great temptations at a very susceptible age.

The Code is in the Press and will be available very shortly.

Scholarship examinations for the current year may, in anticipation of the sanction of Government, be conducted in accordance with Notification, dated 20th February 1906.

The Middle and High School Examinations need not be held this year.

The existing curriculum for High Schools is practically comprised among the curricula possible under the Code, and can be followed. The existing curricula for Primary and Middle Standards need not be changed during the present year.

Intents for forms may be made and will be complied with as soon as practicable, but submission of applications need not be delayed for want of printed forms.

Salary grants may continue to be drawn until further orders; the amounts drawn for April and succeeding months will be deducted from the amount of fixed grant payable for 1906-1907.

It will be observed that the questions asked by the Council of European Schools at the meeting of the 28th April, 1906, are answered above.

The following are the only institutions which have been recognised by the Board of Education, London, for purposes of paras. 3 and 4 of the Teachers' Registration Regulation:—

Doveton Protestant College, Madras.

Stanley High School, Coimbatore.

Collegiate School, Vepery.

Sarah Tucker High School, Palamcottah.

The annual prize distribution to the students and pupils of the Government Training School for Mistresses, Coimbatore, took place recently. Miss Lynch, the Inspectress, Southern Circle, presided and gave away the prizes. There was a large attendance of the relatives and friends of the pupils, besides a number of Brahmin ladies, the wives of some of the leading native gentlemen of the station. After the English students had sung a song of welcome, two little girls came up and presented Miss Lynch with a handsome garland and a bouquet of flowers. An interesting programme was then gone through, the musical pole drill being especially admired.

Mrs. de Rezario then read the Report for the past year, which stated that the average number trained in the Training Department in the last three years had been 15 and the total number who had passed out of this school had been 120 Lower Secondary and 166 Primary teachers. In the examination held in December, 1905, the results were as follows:—For the Written Test for Teachers' Certificates of the Lower Secondary Grade nine students appeared and six passed. In the Primary examination six appeared and three passed. At the Annual Inspection which took place on the 11th and 12th of October, the Practising Department did well. At the end of the year the whole school did very well at the different final examinations.

The prizes were then given away by Miss Lynch, who addressed a few words to those present, and the

proceedings terminated with the singing of the National Anthem.

A Meeting of the Calicut circle of the E. and A. I. Association was held recently, with Mr. A. R. Knapp, I.C.S., in the chair. It was resolved to address the Government praying for the continued recognition of the European Boys' High School, Calicut, on the ground of its being wanted in the town, which has a considerable Eurasian population.

It has been decided to devote the interest accruing on the Innes Prize Endowment Fund, which has been invested in the Treasurer of Charitable Endowments, to the provision of an Annual Prize, to be called "The Innes Prize," which will take the form of books or of money, and will be awarded annually, on the recommendation of the Council of the Madras Presidency College to a senior student of that college for general proficiency in English.

It has been decided to devote the interest accruing on the Kunjambu Nambiyar Prize Endowment Fund, which has been invested in the Treasurer of Charitable Endowments, to the provision of an annual prize, to be called "The Kunjambu Nambiyar Prize," which shall take the form of books or of money, and will be awarded annually, on the recommendation of the Council of the Madras Presidency College, to the student in the Senior B.A. class of the Presidency College who exhibits most proficiency in the Malayalam language and literature.

At a meeting of the Executive Committee held recently, it was resolved to award a scholarship of Rs. 7-8 per mensem each to Mir Abul Hasau Sahib, student, Junior B. L. Class, Law College, Madras, and to P. R. Gulam Kader Sahib, student, Senior B. A. Class, Christian College, Madras. It was also announced that a sum of Rs. 17-8 had been received as repayments of money received by former scholars and that a sum of Rs. 30 had been realised as contributions to the Service Corps Fund.

The proposal of the Madura District Board, made in accordance with the recommendation of Mr. Alfred Chatterton, Inspector of Technical Schools, for the abolition of the general education classes in the Madura Technical Institute has been sanctioned by Government.

The Rev. Brother Forde has resumed the Principalship of St. Joseph's College, Coonoor, and has not resigned the appointment.

At the business meeting held on the occasion of the annual meeting of the Madura Tamil Sangam it was resolved that a memorial be submitted to the University, and if necessary to the Government, urging the retention of the old curriculum of studies in Tamil for the Matriculation Examination and of the present courses of studies for the B. A. Degree Examination and making the F. A. or Intermediate Examination correspond with the B. A.

miserable sums collected as fees in Girls' Schools. The new Code proposes to deduct from grants the difference between the total actual fee income and the fee income calculated at standard rates. If the standard rates for Boys' Schools are meant, then this difference will be so great that after deduction from the grant nothing will be left. Nor does finance alone require the differentiation asked for. The curriculum of any Girls' School and, in particular, of an Indian Girls' School needs to be different in many important respects from that of a Boys' School.

CRIBS.

THE Eton College authorities recently decided to remove all the translations of the Latin and Greek classics read in the College from the College Library. In taking this step, which evidently has caused some sensation in scholastic circles, they would probably have the approval of ninety-nine masters out of a hundred. The *Spectator*, however, after reviewing the arguments for and against, is inclined to doubt the expediency of the step. It points out that since the chief authors are always being studied in one class or other, to banish the translation of an author that is being studied is to exclude him for ever. It doubts if the end sought will be attained, for it is impossible to secure that no boy shall have a 'crib' in his private possession. Such a 'crib' will be distinctly inferior to the first-class, elegant translation that finds a place in a school library. Thus, if it is hoped that lazy boys will no longer be able to get up their text by means of a translation, the expectation will not be realized. The attempt, vain though it will be, to deprive pupils of this aid, is justified

by many masters in the following way. The translation of an author is not an end in itself, but the means to an end, namely brain-labour. If, then, a boy labours at a translation without succeeding, the main purpose is achieved. Accordingly, as is pointed out by the *Spectator*, in many public schools a paper is given to a class, on which the boys write down the meanings, grammatical forms and derivations of words, and they are excused, even if they fail to make an intelligible translation, provided that this paper shows that they have worked at their task. The result is, in these cases, a certain amount of brain-exercise, and this, it is said, is the chief thing aimed at. The *Spectator* admits that up to a certain point there is a good deal of truth in this claim. "But there is, without any doubt at all, a great danger in the emphasis on the value of making the 'brain-sweat' over the classics.....The enthusiasm for accuracy and precision may be carried too far. It may end in the mere labelling of words and invention of phrases and conditions of which the classical writers themselves knew nothing. It may make the translation of the most wonderful scene in Euripides merely a search for queer uses of the optative. It may result in the killing of all desire to enter into the high, clear spirit in which the great writers of Athens and Rome made their poems and philosophies, if only there may be discovered some new specimen of the use of the ablative, or the ethic dative or an odd variant of a tense of one of the verbs in *mi*, or anything, in a word, which, if some of the schoolmasters would but see it, is first and foremost English, and not Latin or Greek at all.....It is the scholiasts and the schoolmasters who have invented all these, and though it is impossible to get a scholarship

at Oxford or Cambridge without a considerable knowledge of them, the knowledge required is of the work of English and German grammarians, not of Romans and Greeks. To many who have been schoolboys, "the classics" do not mean, and never have meant, noble poems, or moving plays, or stories of fine fighting and adventure. They stand merely for the dreary turning over of pages of grammars. It is here, surely, that there lies the value of a good translation." The article goes on to point out that the action of a story painfully made out by means of a lexicon, moves so slowly as to kill all the interest, even of the most moving story in the world. Further only portions of any great work are studied in class. The translation helps the boy who is really moved by the sublimity and fire of the original, to read the story through to the end.

The *Spectator*, while thus combating the idea that brain-labour of the kind dear to grammarians, is the chief thing to be aimed at, omitted to point out the fallacy in the above argument. If the only way of exercising the brain were the translating of Latin and Greek authors, then the brain-sweat involved in the work preliminary to translation—the consultation of the dictionary and grammar, and so forth, would be perhaps the most valuable part of the task imposed. But seeing that it is perfectly possible to exercise the brain by other lessons, we hold that failure to get a proper translation is utter failure in the lesson as a whole, and that the 'brain-sweat,' to use the language of the *Spectator*, has been to little purpose in such a case. After all the purpose of studying a foreign language is to make acquaintance with the ideas or facts conveyed by writers in that language.

If these views are sound, there is such a

thing as the legitimate use of a key, and the writer for one, irregular though his action may be, has often, in view of the impossibility of securing that no boy shall have a 'key' at home, sought rather to inculcate the right use of a translation than to prohibit its use altogether. His advice amounts to this: 'First labour by means of grammar and dictionary to arrive at the meaning of the passage set. If you fail, after long efforts, to discover the meaning of a particular phrase or sentence, then consult your translation. When you have got a translation of the whole, put your books away, and the next morning translate the passage, as you should now be able to do, without the key. Finally go over the whole passage again, after it has been gone over by the teacher in class, carefully noting the differences between your former version and his.' Used in this way, a translation is a stick and not a crutch, and will not fail a boy in the hour of need, that is to say, in the examination hall.

Of course a boy who never uses grammar or dictionary, and merely runs his eye over his translation a few moments before the commencement of school, has only himself to thank if his want of preparation is detected and punished by the teacher and if, later, he totally fails in his examination. There are stories of boys who learnt their translations off by heart, and whose only difficulty when seated in the examination hall, was to discover from the passage set for translation, where they ought to begin, and where leave off. It is a comparatively easy matter to detect in class youths who shirk their work in this way. A few questions on the meaning of individual words or the syntax, will make very clear who has properly prepared the lesson and who has not.

The literal translation is of course an abomination, for the English is such as no educated person ever uses, and it is to be feared that far and wide in India the texts of the second language are rendered into English of the strangest kind. And what is worse, these fantastic renderings are accepted by teachers who ought to know better. The writer was taught at school so to render Latin, for example, that nobody should be able to tell from what language the translation had been made.

The literal translation is still less likely to be satisfactory when it is written in what is not the mother-tongue of the translator. As might be expected, the Second Language Texts of the University Examinations are literally translated and translated very badly. The teaching of the second language is very faulty in all colleges; in the small second grade colleges it is particularly bad, we fancy, and many European (or American) Principals are either blind to what is going on, or tolerate the existing methods because they do not see how to introduce a better, and because in any case they are themselves unable to control the teaching.

As translation forms a large part of the University Examination and as the average munshi knows next to nothing of English, the student is practically compelled to resort to literal translations. These are usually of a very sorry kind, and are not, to put it mildly, like to improve the student's English. As we write there lies before us an edition of *Sakuntala* with a literal translation, the English of which is correct, but there is also a copy of *Sukranithisara*, the literal translation appended to which is extremely bad. A few gems are selected out of the many that disfigure every page. The pupil is called *Dana Lekhya*

by which the houses, lands and other things are given away in charity, as not to be retaken by the donor and which gives publicity to the gift so made." "The price of a thing increases or lowers according to the difficulty of easiness of obtaining it, and according to its use or disuse." "Substitute must be taken from a servant who applies for leave for one year." "He who knows to build palaces, forts, ramparts, portraits, machines, bridges, reservoirs, wells, tanks, lotus-ponds, pools and machines to raise water is fit to be made a superintendent of palaces, and others." "A diplomatist should think and determine on whom, when and how, place, bribery, dissension and chastisement should be carried out." "He should neither praise nor feel envy nor calumniate nor hate the king." "As females are adorned by ornaments, clothes and other things so should be done the ministers." "A Lekhaka should write in clear and undoubted expressions." "He who gives to beggar all his wealth, nay his wife and children, and who does not receive anything from others is known as a generous man." Such mis-spelt words as *verticle*, *permanant* are of course common."

The difficulty is to know what to do. The University appears to have little or no control over the methods of study followed in a High School. Its only concern is said by our leading Educationists to be the testing by examination of the fitness of students to pursue a liberal course of study. This is logical, but in view of the very unsatisfactory nature of much of our High School work it is a pity that we do not at least consider whether anything can be done. One thing is clear and that is that examiners in the second language need to be much more strict. They appear to be content with a very low standard of translation. Answers which manifestly are memorized literal translations in very bad

English should be treated with the utmost rigour.

ADVICE TO MATRICULATION CANDIDATES.

(AN OPEN LETTER.)

MY DEAR KRISHNASAWMY,

I was sorry to hear that you failed last year in the Matriculation Examination and have had to spend another year in the Sixth Form. I hope you will pass this year. But, my dear boy, I cannot but think, from all I have been able to gather, that far more fail from carelessness than from ignorance. It is very likely that you were not so careful as you should have been, and I propose drawing your attention to a few points that may be useful to you and other candidates this year.

In the first place, do you, before doing anything else in the examination hall, read carefully the printed instructions on your answer paper? Do you, *first of all*, fill in your name and registered number? You may be immaculate in this respect, but it is a matter of common knowledge that hundreds leave this to be done after the order to hand in answer papers has been made. What wonder then that register numbers are wrongly entered to the great annoyance of examiners, or that occasionally the name or register number is omitted? As regards the register number, I have heard of kind-hearted examiners, for there are such, filling in the missing number themselves. This they are able to do, when only one candidate at a station has failed to enter either his name or number. A reference to the absentee list and the mark book will show what number ought to have been entered. But instances have been known of two or more candidates at the same station leaving the front page of their answer paper entirely

blank. In this case not even Solomon could discover, with the limited resources at the examiner's disposal, how to number the answer papers referred to. Therefore, my dear boy, *make a good start* by entering your name and register number before you begin to answer the questions. Next read over the question paper carefully, and study with great care any question that on the first reading you do not understand. If you fail to understand its meaning after considerable effort, resolve to answer that question last of all. It is not much good giving the best of your time and attention to an answer which may not be the one expected. After reading the paper over, tick off the questions you think you can answer best. Dwell most upon these, taking them first. When you have finished with these, take those about the answers to which you are less confident. But whatever you do, don't make wild guesses. Better by far set down no answer at all than an answer which reveals the unfathomable nature of your ignorance. Remember as a most important point, that examiners detest guessing, and if you put New York in Spitzbergen, or say that the Duke of Wellington signed Magna Charta at Trafalgar, your name is unlikely to appear in the pass list, however well you may have answered other questions. I myself think that severity of this kind is justifiable. Remember therefore that sheer guessing makes a very bad impression, and refrain from this very bad habit.

I need hardly say that neat writing impresses the examiners in your favour, and that untidy answers have the contrary effect. Leave a margin as you are told to do. Avoid flourishes: all that is wanted is that your writing should be easily read. In History papers, dates correctly given, even if not specially asked for, will tell in your favour, as will rough sketch

maps in a Geography paper, or sketches of apparatus in a Science paper. You will not of course make a good job of such sketches unless you have had considerable practice, and you might profitably devote an occasional half hour to making drawings of apparatus or of Geographical features. You have your regular map work of course, but this is elaborately done at a great cost of time and labour. What I am referring to now is an outline done in a couple of minutes. Practice rapid drawing of this kind: accuracy in details is not expected.

In Geometry answers, remember to draw a fresh figure every time you begin a new page. Nothing irritates an examiner so much as having to turn back to a previous page to find the figure. *Print* your letters in your diagrams and in your maps. This also needs a little practice.

In your translation papers, see that you translate into decent English. The structure of a sentence in an Indian language is so different from that of an English sentence, that a literal translation is impossible, for it would be unintelligible. So translate that the reader shall not be able to guess from what language you have translated. Finally to bring these general hints to a conclusion, take a watch with you into the examination hall, and resolve at all costs to stop answering questions ten minutes before the time for stopping work. Devote these minutes to reading over your papers and correcting errors, which will be more numerous than you think. Most men, possibly even your examiners, make slips when writing rapidly, and you are far more likely to make them, since you are writing in a foreign language. Slips, like guesses, make a bad impression, if at all frequent. Better by far

correct your spelling and amend faulty syntax than endeavour to answer questions right up to the peremptory command to stop work. Answers written in the nervous flurry incident to a race against time are rarely worth much, and if very bad, might cause the examiner to take a less favourable view of the rest of the paper. Hence if you value my counsel, devote the last few minutes to reading over your answers. You will need to have something of the hero in you, if you make this resolve and keep it, for not one candidate in a hundred but urges on his pen at head-long speed up to the last second, unless, of course, he has finished his paper within the allotted time. Then and then only does my lord condescend to read over what he has written, and he will not do it even in this case unless conscientious and methodical beyond the average.

THE IDEAL HIGH SCHOOL.

THE word, "ideal" is used in two closely-allied senses, namely, perfect and imaginary. In one sense an ideal school is an institution in which perfection is aimed at—perfection in organisation, perfection in discipline, in the methods of teaching and physical instruction. In another sense, an ideal or imaginary school is the product of unsubstantial dreams born of indigestion and a disordered liver; and for this there is reason enough at present, since our students are very often fed with odds and ends of facts difficult of assimilation. In whatever sense the expression is interpreted—there will be more than one interpretation—the claim to a certain amount of freedom from conventionalities in portraying such a picture cannot but be conceded. If in the course of mixing up the colours for such a portrait the ingredients are

taken in a proportion different from that which obtains in practice, perfect immunity from any charge of extravagance is tacitly claimed. The stinginess of managers, the shortcomings of teachers and some of the glaring defects of modern school students will have to be exposed. A scale of expenses more liberal, an organisation more satisfactory, and the employment of teachers more profound in learning and practical knowledge and better acquainted with the methods of teaching and maintaining discipline, will have to be advocated. These and sundry other matters of the like kind will find a place on the canvas in the back-ground.

No better beginning can be made than with a sketch of the school-house and its surroundings. It is Ruskin who says in one of his books that people at the present day bestow the least thought on the artistic beauty that should stamp its mark upon dwelling houses. This remark of Ruskin's might very well be laid to heart. It would be better to be a High Churchman in regard to school architecture than to be an advocate of a cheap, dull and uninspiring utility that has no living voice to speak and no power to cheer the heart. Such will not do for an ideal school. It should rather be an imposing pile with a lofty frontage of intermingled colour and form—of course, the garment would be costly, but not gaudy. There would be a wealth of pictures, charts and diagrams to cover the nakedness of the walls, to hold silent converse with the attentive mind and observant eye. The broad and spacious verandah with the writing-desks arranged in well-ordered lines, the lecture hall, the library and reading room holding the precious labours of the living and dead, would form a substantial part of this noble building. The laboratory would con-

tain neat and tiny models of a pump, engine and car, all kinds of instruments, all sorts of lamps and machines, to probe the mysteries of nature. An air-pump without valves would not be tolerated in an ideal school; nor bottles without labels, broken flasks and test tubes, with receptacles for holding the same dust-covered and dirty. There would also be models of the different kinds of furnaces for smelting and fusing metals, with bellows to puff air into them. There would be a plentiful supply of water for washing and cleaning and separate desks for acids, and solutions. There would be a museum attached to the laboratory to supplement it. It is a careful collection of ores, fibres and dyes, resin and gum, specimens of stuffed-birds and eggs, of cereals and pulse grown in the country, of woven fabrics and other articles of manufacture indigenous to the land. It would represent on a miniature scale all the three kingdoms of nature and would be a place to awaken the quickening curiosity and to teach the grand design and harmony of creation.

Outside the school-house is the compound fenced off with wall or railing from all unwelcome intrusion. It is an extensive ground where stand the boarding-house of the children, the residential quarters of teachers, the gymnasium and tennis court, and affords facilities to students for spending their hours of recreation in field-sports and games. Here are graceful shrubberies, grass plots and flowering plants. There are long and broad avenues of shady trees, cool and breezy, to bring home to the mind fatigued with labour the calm and joy of life. The plants would be tended and watered by the children, the weeds would be removed by them, the earth would be loosened and raked and mixed with manure by them alone. They would observe

and study nature at first hand. The glory of flowers, the sparkle of gushing water, the melodies of birds and breezes must appeal to their young fancy and awaken the natural music of their souls. The children must make what they see in nature, all that is stimulating and beautiful, their own. The school-house and the garden surrounding it are models of neatness and tasteful grace, and serve to create many pleasant associations, a sense of pride in and affection for the institution.

The teachers of the ideal school are past masters in the art and science of teaching and are specialists in the various subjects they teach. They are men of spotless character, tactful, courteous, patient and painstaking, wedded to their profession and devoted to the welfare of students. That they are up-to-date and well-informed in all the subjects they handle, need not be repeated. Their minds are well cultivated, resourceful and are always reaching after things that are likely to be of use in their daily duties. The science teacher knows all about the manufactures of the place, all about local minerals and their uses, is acquainted with the pumps, machines, and lighting appliances used in the nearest railway station, and knows something about the manufacture of things of daily use, such as soap, glass, candles and the like. He can explain how a modern steamship is propelled, can explain the mechanism of torpedoes and other engines of warfare, can picture the tram-car, the motor car, the air balloon and other wonders of modern scientific invention. The teacher of geography has to be no less diligent and observant. He is capable of performing imaginary voyages across the Atlantic or to Australia, can talk to you about the strange manners and customs of countries other than yours, is well-informed

on the subject of fibres, dyes, wool and other raw-products of your native country, can tell you something about the weather, the seasons, about the climate and productions and commerce of other lands. In the ideal school the teacher of history is not mechanically guided by the chapters and paragraphs of his book. The great movements of past time, political, social or literary; their far reaching consequences; the links with which they are riveted to like movements at the present day; how the old is intermingled with the new, wherein the present is in advance of the past; to what extent the biographical element colours the pages of history—matters such as these receive the greatest share of his attention. The fossilised, dry-as-dust, catalogue of events, dates, contending parties, battles and results, is relegated by him to a subordinate place and only used to interpret the working of the various forces that have moulded the destinies of nations.

A few words about the teacher of languages will not be accounted superfluous. The whole mechanism of the language is at his command. He talks in a simple, picturesque and flowing style that is within the comprehension of students. Apt and telling illustrations, throwing light upon difficulties of construction or of meaning, occur to him on the spot. Dialogues and narratives are invented off-hand by him with a facility that will do credit to a practised play-wright. In teaching poetry he is able to bring home to the minds of students the beauty of the passage and the grace of expression, and to create in them a living taste for real literature. Nor is the instruction given in the class unsupplemented by information drawn from extraneous sources. He takes care that his students are following a course of healthy general reading. Thus the

horizon of their ideas and moral emotions expands. Now and then the pupils are examined in what they have so gathered from general books. They are asked to write on set themes bearing upon what they have so learned in the course of their excursions beyond their legitimate studies. They are taught by him to conduct themselves in conversation as men of culture and refined manners. Once a week or so he assembles the students of his class and talks to them about what will be of interest to them,—their amusements, their dress, the habits and manners of the people around them and of those of distant countries, events of the world that are likely to stimulate their healthy imagination and to fill them with ennobling aspirations.

The teachers, in return for such life-long devotion to duties, are trusted, loved and encouraged by their employers. They are not tossed aside like sucked oranges when they get old or when they fall ill, but they are properly housed and looked after. They are given every assurance in exchange for honest work done by them that they will not be left out in the cold in their old age. They are provided with a library containing the latest publications on the subjects that they deal with; are now and then sent out to the great centres of light and learning to get acquainted with the latest developments of the science and art of teaching. Such opportunities of coming face to face with the great living exponents of new discoveries, with the enthusiastic advocates of new methods quicken their powers of invention and enable them to strike out new paths for themselves. Such opportunities widen their field of observation and afford them materials for reflection. Consequently, the teachers do not stick in a rut nor become infected with a dulness

natural to a mechanical observance of the time-honoured rules of practice. Theirs is the ever active and adaptative mind always on the look-out for things useful and interesting. Theirs is the mind stored with impressions of things seen abroad and capable of giving colour and life to dry facts. Such teachers can never fail of adding interest to instruction, and it is such teachers that we have in our ideal schools.

The students of this school live in close proximity to the teachers' quarters in the boarding-house intended for them. They are well-fed, and are made comfortable and happy. For them the day begins with the customary morning ablutions—the grown-up lads having their refreshing and bracing cold bath, and their juniors a rubbing down and washing with towel and water. Then they say their morning prayer, in which such of them as have forgotten it, are carefully instructed. If the prayer happens to be in Sanskrit they are taught beforehand the meaning of what they say. The drinking of coffee or tea with face unwashed and mouth reeking with odorous exhalations is never tolerated. Refreshments streaming with rancid ghee and oily matter are never served out to them. The students of the ideal school should not grow up to be men subject to dyspepsia and gloomy thoughts. Prostration on hands and knees after the fashion of the orthodox of the land may be encouraged. It expands the chest and gives plenty of exercise to the muscles of the arms and legs. Attention and will power are sought to be cultivated by religious exercises. Much importance is attached to the formation of devotional habits, but little of theory or doctrine is preached. The boys are given to understand that a strictly religious life is not inconsistent with liberal views and sentiments, is not the stronghold

of sectional prejudices and caste exclusiveness. In all these matters, the teachers lead the way and strive to set examples of meekness and submission to the will of God, of liberalism coupled with religious devotion.

At nine o'clock, the bell is rung for breakfast. It is light and nourishing so as to promote the health both of body and mind. The regular dinner of the day is served during the interval at noon. It is rich and substantial and is calculated to sustain the students in the vigorous exercise of their mental and bodily powers during the hours of work and recreation. Sufficient interval is given to allow them rest after the heavy noon-day meal. At seven o'clock they are again called together for supper, which, like the breakfast, is simple so that they may sit at their books with a light heart and active brain. The dining hall is often visited by teachers to encourage the timid and the shy, to repress the clamorous and the noisy. Cheerful conversation, innocent jokes within due limits of good behaviour and decorum, are encouraged. To give a spice of variety, to break the monotony of the even tenor of boarding-house life, holidays are celebrated with the due pomp and ceremonial observances attaching to them. Picnics and excursions, visits to places of interest in the neighbourhood, social gatherings and the like entertainments, are also arranged to combine profitable instruction with amusement. Every effort is made to render life cheerful, happy and lively, every opportunity is taken to form habits of simplicity, steadiness and temperance.

At ten o'clock, before the commencement of school work, and again at four, when it ceases, the students are assembled in the hall for prayer. It is conducted by one of the teachers and is short, simple and intelligible.

It generally refers to the failings and temptations of boys and contains an invocation to God to guide them in the path of love and righteousness. Once a week is held the religious service at which some appropriate text is chosen and explained, or the story of some great man noted for piety and devotion is narrated. Music, which has ever been a hand-maid to religion, is fittingly employed on these occasions. The devotional songs used are characterised by sincerity, simplicity, depth of feeling and fervour of emotion. A collection of such songs answering the purpose in view has been carefully made. It avoids theatrical embellishments and professional touches, avoids all unpleasant associations, and breathes the grand and simple harmony of divine praises. The students are taught to sing them and are asked to join in the general chorus.

After school hours the students are given perfect liberty to play whatever games they please, to adopt whatever form of recreation they have a bent for. All the accessories required are supplied to them and no expense is grudged to keep the tennis-court and ground in a state of repair. The teachers, if possible, share their sports with the students or cheer the boys on with their genial presence. A healthy spirit of emulation is created among the boys by the institution of annual sports and the like devices. Care is taken that boys who are nervous and delicate in health and who hang back from society, receive kind and courteous attention at the hands of their more muscular brethren. The play-ground presents a picture of orderly and organised society, each pursuing his own free will and pleasure, but kindly extending the hand of fellowship and assistance and strictly observing the law of forbearance. It is

neither a disorderly rabble exulting in jubilation over the victories of one over another, nor a set of ponderous grinding machines unmoved by the pleasure of animal exertion. If in the class room the higher life is fostered and nursed, in sports and physical exercise is developed the instinctive desire for the pleasure of motion and muscular activity.

The home-studies of students receive the greatest attention on the part of all the teachers responsible for superintending them. These teachers know very well that character is formed, that habits—such potent factors in life—are developed, at home. The lack of a higher aim in studies which is the besetting sin of modern school education, does not sap the vitality of mental culture in the ideal school. The ideal school teacher, in common with the garrulous faddists of the present day, recognises that habits and character are the real source of great achievements and success. His path is, in a very large measure, smoothed by the compulsory residence of the boys in the boarding-house. The baneful influence of illiterate parents, whose sole idea of education consists in coaching up their children for the various examinations prior to entrance into the ranks of the public service, is thus eliminated. Whereas the habits of self-help, steady industry and systematic work which loves to do its duty day after day, are conspicuous by their absence among students of ordinary schools, in our ideal school the work done by scholars is characterised not only by success in examinations but also by the deep-rooted thoroughness and efficiency which are sure to be carried into the work of practical life.

The power of well-regulated labour which promotes an even flow of energy instead of letting it run out in spurts, is seen in the

practice that students have of looking up the meanings of words and phrases, of writing out summaries of lessons already given, of drawing up tables of classification and analysis. The pupils themselves are made to compile their own notes and handy manuals. A habit of research, of collecting facts and of collating them, whenever possible, is sought to be cultivated. Attention to the details of work, of hand-writing, spelling and other neglected subjects, is enforced. Steady hours of work recurring with clock-like regularity are maintained. Whatever the students can do unaided, is left to be done by them. The power of restraining unruly whims and fancies is strengthened and the tendency to enjoy the seductive pleasures of indolence is ever vigilantly watched. The students are taught in studies, as in other other things, that "Honesty is the best policy," that instead of tricking out the memory with the cheap finery of got-up facts and snippets of information picked up from clever books, they should delve deep and make themselves the possessors of hard-won treasure. They are taught to avoid all kinds of shams and shallow pretences of knowledge.

Such superintendence of the private studies of scholars is not, however, carried to the verge of meddlesome interference. Their studies are not converted into class-rooms, their hours of self-study into hours of tutorial instruction. The power of taking the initiative, of shaping out the methods of work for themselves, is not withdrawn from them. Only they are put in the way of learning and their labours are kindly watched in a manner productive of the best results. They are induced to take a higher view of education and to give up hammering away for a time with an extraordinary outburst of zeal and

energy to be soon followed by long intervals of wasteful sloth. Steadiness, regularity of work, the resultant saving in time and labour, the moulding of character, the fixing of those valuable traits of mind which bring about success—such is the aim of the wise supervisor of home-studies. That a vigilant watch over their home labours is required, is warranted by their unsettled and unformed habits and by the distorted views of examinations that prompt them to exertion.

To control the large volume of spontaneous and youthful energy of school-children, to guide it into channels of healthy activity, to prevent its flagging or failing in life and motion, to keep it flowing in uniform and unabating current, is a task to which our ideal school teachers are not unequal. Their superior attainments, their natural endowments, command the admiration and reverence of their boys. Their absolute self-surrender to the welfare of their scholars cannot but touch a responsive chord. Obedience to their commands is natural and spontaneous; a wave of the hand, a look of disapproval, a frown, chills the unruly words struggling for utterance. Their approbation is the highest reward, their censure the deepest degradation. The sunshine of sparkling eyes and the enthusiasm of self-confidence spread like wild fire among the ranks of scholars. Questions and answers flash forth light and understanding. It is all a picture of lively attention voluntarily rendered and richly rewarded in joy. The teacher knows the inmost feelings, the secret motives and the hidden springs of action. He knows when to rebuke, when to appeal to reason, when to praise and when to condemn. He is an experienced chemical examiner in the laboratory of the human mind, a keen psychological observer, an im-

partial dispenser of justice. Love, forbearance, an ample store of the saving quality of patience, are the guiding principles of his life. Such a man of magnetic personality, of such admirable qualities of head and heart, can never fail to discipline and mould the plastic minds of youth to his own ways.

The public opinion of the class controlled by such an ideal teacher makes for order, obedience, silence and peace. Instances of general revolt against his authority are out of the question. Scattered examples of obstinacy and pleasure-seeking ease are very rare. In such cases the sense of the class is taken and punishment inflicted with a solemnity proportionate to the gravity of the offence. Nor are the different forms of punishment indiscriminately employed. The code of punishments is carefully elaborated and is administered with a firmness and justice calculated to make them altogether unnecessary. The character and ability of the teachers, the regulated lives of the students, the pure atmosphere of calm and cheerful work, are in themselves sufficient guarantee for the tone and discipline of the school. Pride and license, love of cheap pleasure, hatred of restraint and labour, which assume such giant proportions in unformed minds, are refined and softened by unobtrusive habits into self-respect, independence, manliness and love of work.

M. A. ANANTA AIYAR, B.A., L.T.

DEFECTS IN THE TRAINING OF TEACHERS.

OURS is an age of legislation and reform. On every side we see endeavours made to perfect or at least approximately to perfect every human institution. In every department of our activity we observe signs

of progress and reform. But there is one small department among others, in which the hand of reform is not so well and so beneficially felt, and in which certain anomalies of by-gone days, anomalies they appear to me at all events, are not merely discernible but are even practised and persisted in with all the weight of power and precedent. The department of Training Schools is at present so ably and enthusiastically and with so much circumspection piloted by Mr. J. H. Stone, that it requires no small amount of hardihood to raise or point the finger of criticism at any part of his work. With his far-seeing and vigilant eye, he will, I am sure, soon probe into the internal working of Normal Schools and set right whatever may be amiss there. But there can be no harm however in drawing the attention of the Educational public to one or two palpable defects in the present system of Normal School work, that cannot escape the notice of a casual observer like myself.

There are at present in existence in our Presidency, Normal Schools of all grades, the Primary, the Lower Secondary, the Upper Secondary and the Collegiate, and the essential function which all these institutions, whatever their grade, are intended to serve is to instruct people seeking to devote themselves to the cause of education in the art of teaching. That a man may prove a successful teacher, he must be adequately equipped with the knowledge of the subjects he has to teach as well as with the method of imparting it. Knowledge of the method of teaching by itself can be of little avail to a teacher unless he is otherwise well-equipped. This is quite a truism and the energetic Inspector of Training Schools knows it and has, I learn, taken steps to provide for instruction both in gener-

al knowledge and in the teaching method to the pupils in the Normal Schools of the lower grades. For a full and complete fruition of this highly beneficial and commendable arrangement, the men admitted into the Normal Schools must be of the right sort, capable of knowing what they are about and fit to comprehend the things around them and the things told to them. They must have had a fair grounding in the elements of knowledge at all events in the Elementary Schools, and the present system of recruiting teachers from Primary Schools is in my opinion most abominable. Now that the Primary and the Lower Secondary Examinations are gone, the Government must lay down the minimum general educational qualification for men to be taken to the Normal Schools of the lowest grade. I hold there should be only two grades of Normal Schools; the Upper Secondary and the Lower Secondary, and into the former must be admitted those that have passed the Matriculation Examination or any other examination of the same standard, and into the latter those that have completed the Fifth Form Course. It must be made a distinct rule that no one that has not completed the pre-Matriculation Course can take to teaching at all in any recognized school, except perhaps the pundits and the munshis, for whom some suitable test must be devised and the consideration of whose case is beyond the scope of this paper. It is nothing short of scandalous to admit Primary school-men to Training schools and let them out into the world as teachers after a year's training. Their capacity for understanding things is absurdly small and the one year's time or so they spend over the study of the so-called method of teaching is a ruinous waste. The teachers of these Elementary Training Schools are desired

to give their pupils instruction in discipline, organization and method of teaching, and this they do in the vernacular of the pupils so as to make themselves intelligible. But the method they adopt is quite unmethodical and unnatural. They have some notes with them in English either prepared by themselves or in most cases culled and copied by them from those prepared by their own masters at the Training Colleges. These notes they translate and give out to their pupils in the class. Poor pupils! they look upon these notes as a precious gift from their dear masters and memorise them day and night in preparation for their final examination, having been deluded into the belief that the notes are everything for them and that their success in life as teachers depends mainly upon how they get them up—upon their ability to give chapter and verse in regard to them. The teachers themselves are responsible for this kind of feeling on the part of the students, inasmuch as the lion's share of the time at school is taken up with the dictating and the writing of notes. The beneficial effect of this astounding note-giving system is practically nil. The notes wearing the garb of the translation make no impression on the pupils, who, parrot-like, reproduce them at the examination when they see any semblance of connection between the questions asked and the notes they carry in their minds. As an instance in point, I might say that when once the examinees were asked to prepare notes of lessons on birds, they wrote out a detailed lesson on the crow. I learnt this from an examiner. This mistake must have arisen from the examinees having previously got by heart a lesson on the crow sketched out by the teacher in the class. If men with so little discrimination go forth into the world as teachers of the young, what harm they will

do to the cause of education and how much they will hinder the progress of humanity can better be conceived than described. If our Government really desire to advance Elementary Education, the best means in my opinion, for compassing that end is the abolition of the training classes for the Primary School men and the introduction of enlightened and improved methods in the conduct of the other classes of Training Schools. The pernicious system of giving notes to normal students from year's end to year's end seems to be given full swing in all grades of normal institutions from the highest to the lowest and I believe it must be put down with a high hand. At any rate it is quite out of place in the Secondary Training Schools, both lower and upper. The system unduly absorbs the major portion of the pupils' time and ruinously affect their progress. The object of young men in attending Training Schools is to supplement their knowledge of the subjects they may have to teach when they go out, as well as to learn the best possible way of imparting that knowledge. This is my conception of the object of training. If this is right, where is the need, I ask, for the dictation of voluminous notes? Certainly a few lessons on the work of a teacher in general must be given at the normal institution to the students under training, and they may even be examined on the principles of school work. This is out of question but a minor part of the Normal School work, the more significant part of the work being to put the raw men into the way of picking up knowledge of things for themselves and presenting the same to others in a healthy form. It is certainly preposterous to dilate on the theory of teaching, organization and discipline at the normal school, and leave

the practical carrying out of it to the post-training period. Under the present system of Normal School work, students give very little time to actual teaching when at school, and learn very little of that difficult art, while they are brimful of the theories of the same. It is beyond my ken why the Normal School people make so much of the so-called theory of teaching, which after all tells so little upon the real work of the teacher in after life. Is it not enough to put the normal students in possession of one or two printed books on the subject of teaching, to help them in learning their contents and examine them occasionally on what they have learnt? For the Upper Secondary and the Lower Secondary men, no final written examination of the kind at present held, is at all necessary in my opinion, and as their command of English and their power of expression are poor and quite inadequate to the purposes of an elaborate written examination on a subject like teaching, it is sheer waste of resources on the part of the authorities to arrange a written examination, and it is likewise a needless and profitless worry to the students to have to bring up a pile of dry, unassimilable and unintelligible notes. The best way to test a normal student's fitness for teachership is for Inspectors or Assistant Inspectors to visit Normal Schools twice or thrice a year and examine students every time *viva voce* on select portions of the theory of teaching previously prescribed and see them teaching a class at the same time. It is the combined impression produced by the student on the three occasions together that must decide his fitness or otherwise to be a teacher. If the combined impression proves unfavourable to a candidate, he must be told to go about his business and the stipends he may have received while at the school, the department

must be prepared to forego. If the student be found fairly satisfactory at the end of his training course he may be sent out into the world as a teacher on probation, to be declared a fully qualified teacher at the end of three years, during which he should show a record of steady, efficient and honest work in a recognized school. The abolition of the final written examination would doubtless obviate the necessity for the profitless cramming of notes, and leave both the masters and students free to devote themselves more fully to the practice of teaching, and to the discovery and invention of ways and means to make teaching natural, effectual and pleasant. It is out of the question for a novice in the field of teaching to derive any help in the matter of teaching during the period of his probation from his official superiors at school or in the department. The Headmaster has his own duties pressing on him and can hardly find time to instruct his subordinate in the practice of teaching, nor can the official Inspector in his round of hurried visits be expected to devote any part of his precious time to effectually set right the defective methods of teaching adopted by the probationer. But it must be conceded, however, that the probationer, if he has only an observant eye and an inquiring spirit, and be earnest about his work and also free from a feeling of self-sufficiency, can directly and indirectly learn a great deal both from his own experience and the experience of others engaged in the same walk of life as himself. It is for the purpose of stimulating his curiosity and attuning his mind to the reception of new ideas and the cultivation of healthy methods, as well as to give him an opportunity to put into practice what principles of teaching he has learnt at the Training School and see for himself how far they succeed, that the

fresh normal student should be put on probation for three years. No man can expect much inspiration in respect of teaching from his official masters during the period of probation. In my opinion only the superstructure in the matter of the teacher's equipment can be put up during probation, but the foundation must be laid at the Normal School, and it must be broadly and deeply laid. A select number of really good men must be taken and they must be got to observe, read and learn as much as possible for themselves. A variety of useful things, such as would really help them when they enter life, must be taught to them. The teachers under training must be made cognizant of the latest novelties and devices with regard to teaching, and excursions must be arranged from time to time so as to get them acquainted with nature and her beautiful ways of exhibiting herself. In short the student's life at the Normal School must be rendered happy, natural, active and useful. To achieve this object every minute of the student's period of training must be profitably utilized to the fullest extent. The pick of teachers in the Department, men having an enthusiasm for their work, must be put in charge of the Training Schools, and they must be able to show both by precept and example how and in what spirit the teachers under training should take to their work. Never should they think of indulging in the idle habit of presenting the dry bones of method and discipline in the form of notes. The dull dictation of notes must give place to interesting, fresh and lively discourses on the theory of the teacher's work, supplemented by illustrations of every kind. These theoretical discourses should not take up more than an hour and a half or two in the day, and the rest of the time of the students must be devoted to reading, teaching or any other

pursuit of a really profitable character. The Normal School teachers should ever endeavour to let their students have the fullest benefit of their wisdom and guidance in everything they do at school. Provision must be made in the time-table for as many model and criticism lessons as the circumstances of the school may permit, and at every 'practising' lesson which the students may give in the 'practising' school, the teachers must be present at least for a part of the time to put the young men in the way of teaching. In fact the school must be a storehouse of knowledge and a rich field of pleasant activities, so as to draw in men of promise and let them out after training, wiser and better informed in every way than they were when they entered. To go further into the details of the Normal School work and sketch any scheme of studies at length is not my intention in this article, and I should like to wind up therefore by saying that there is considerable room for improvement in the internal working of Normal Schools and that the normal training, as it is at present conducted, is not half so profitable as it might be. There is one other point of great moment, however, which I feel impelled to urge strongly before closing, and that is the pay and prospects of trained men. However attractive and intellectually profitable the training provided in the Normal School may be, the system can fructify in full only when that all-important point is attended to. No work is well done that is not adequately remunerated. It must be made an inviolable rule that no untrained man can be for more than three months entertained as teacher in a recognized school, and that the initial salary of a trained teacher of the Lower Secondary Grade should not be less than fifteen Rupees a month and that of a teacher of the Upper Secondary

Grade, at least twenty Rupees. The initial salaries of the teachers of the higher grades must be considerably higher than they are at present. Nothing can be more ridiculous than to offer a trained Mathematics or Science L. T. a salary of forty rupees rising to fifty by annual increments of the magnificent sum of one rupee. Such advertisements we come across every day in the papers. The departmental authorities will bear me out when I say that there are teachers of lower grades in Secondary or Elementary Schools receiving from seven to ten or twelve rupees a month. In these days they talk big of Primary Education and its advancement and voluminous instructions are prepared and issued from time to time for conducting it on enlightened lines. All this reform has to be effected with the aid of the seven and perhaps ten Rupee men! The miserable pittance offered as salary to these men cannot in these days of oft-recurring scarcity and famine keep even a single soul above want, and if the teacher is a married man,—we cannot expect every man to remain single—how can he provide the wherewithal for the other soul, not to speak of the young ones that may in time appear in dependence on them? This is indeed a puzzle to me. The profession of teaching is said to be dignified, and dignity is a thing quite inadequate to meet any material want. Unless one has at least the bare necessities of life, one can hardly have the requisite ease of mind to face any work however dignified. Still teachers are people who are expected to devote themselves for life to teaching, and it is an art which saps the vitality of the man long engaged in it. With what zest and zeal they take to that calling God knows. The Department of Education that seems to be so earnest about Primary Education is dignifiedly silent in the matter of the

prospects of the teachers. Why it fights shy of that important matter I cannot see. It must be prepared to make some real sacrifice or rather some substantial contribution itself by way of example, and insist on the Managers of Aided Schools making a similar satisfactory provision for their own teachers. Unless the Department take the initiative and do what it can, a better state of things cannot come about. Mere talk and writing are of little avail. What is wanted is *example* followed by persistent efforts to see the *example* followed.

OBSERVER.

PACHAIYAPPA'S COLLEGE.

IN our June number we referred in our editorial notes to the management of this institution. We remarked that not only had the vacancy created by the lamented death of the Hon'ble Mr. Jambulinga Mudaliar not been filled, but that a vacancy of more than twelve months standing was still unsupplied. The *Hindu*, after quoting our remarks said that it was in substantial agreement with us. The *Madras Mail* contented itself with reprinting what we said, but gave its own title, 'A timely warning.' We may reasonably claim therefore to be supported by at least an important section of the local press. Further, as far as we know, no voice has been lifted in justification of the inaction of the trustees.

Of course the influence of the press in this country is not great, and there is hardly any such thing as organized public opinion, but what public opinion there is would certainly seem to be adverse to the present Board of Management. We hardly expected that our voice would by itself compel the trustees to action, but, now that louder voices have spoken, we are sorry that the management has given no sign of amendment. Two months

have gone by and still there are two vacancies on the Board of Management. This is not in itself a matter of much importance, nor would it be reasonable to condemn the Board on this ground alone. It is what is connoted by this long delay to fill up the vacancies that is serious. Were the Board harmonious and mindful only of the best interests of Pachaiyappa's, the vacancies could easily be filled. The long delay seems to us, as it must seem to all reasonable men, to argue indifference, if not divided interests. We are reluctantly compelled to believe that the vacancies cannot be filled because a factious spirit in the Board will not allow them to be filled. If this factious spirit exists, as almost everybody who knows anything of Pachaiyappa's believes it has existed for years past, is it likely to confine itself to the arrangements precedent to the election of new members of the Board? Is it not certain that it will extend to every question connected with the College and bring about, as far as the management can bring it about, a general paralysis? It is not the trustees that suffer, but the staff, students, and the Hindu public, which naturally and legitimately prides itself on the possession of such a College. The paralysis may be mitigated by the energy and enthusiasm of the Principal for the time-being, and it must be admitted that Pachaiyappa's has been singularly fortunate in its Principals, more fortunate, perhaps, than many colleges. It is not clear, given slackness on the part of Principals in addition to indifference on the part of the trustees, how the institution could have escaped shipwreck. But consider how unfairly a Principal is taxed when, in addition to his legitimate burdens, the trustees add the burdens which they ought themselves to shoulder. These are not the easy-going times of twenty years ago. A Principal now has plenty to occupy his mind and tax his energy. If a Board

cannot assist, it can at least refrain from obstructing the Principal.

We do not think the defects in the constitution of the Board of Trustees are inherent. As time progresses, Indians will learn how to co-operate, and a few changes in the rules governing the election of trustees would prevent such an *impasse* as we are now witnessing. The third of the 'Rules for the management' of the late Pachaiyappa Mudaliar's 'Charities,' runs as follows: "That in the event of any vacancy occurring in the Committee of one of the members, from death, resignation or otherwise, it shall be competent for the remaining members to fill it up by election by a majority which shall at least consist of two-thirds, but such election shall be subject to the confirmation of the Board of Revenue." The language of this rule could be improved, and the 'two-thirds majority' is not definite. Does it mean two-thirds of the nine trustees, or of those present? The word 'competent' of course means little. The rule says what the trustees *may* do, but not what they *shall* do. Evidently a fresh series of rules regulating the election of members of the Committee needs drafting. Such rules should provide (1) For the election of a member of Committee to fill a vacancy within a fixed time after the occurrence of the vacancy. Three months may be suggested as a reasonable time to allow. If within this fixed time no election has been made the Board of Revenue should have power to appoint a member. (2) It is desirable to provide that the Board shall be periodically renewed. A term of five or seven years might be laid down as the term of office, on the expiry of which a member might seek re-election. (3) It is highly desirable that a majority of the Committee should be educational experts. Of the trustees, a list of whom is given in the College Calendar for 1905, the late Mr. Jambulinga

Mudaliar was the only person that could be styled an educational expert. Of course business men can play a very useful part on the Board of a large institution, but of the majority of the trustees one can only wonder why they are appointed and what qualifications they suppose themselves to have for managing Pachaiyappa's. It is abundantly clear that Pachaiyappa's Board needs an infusion of fresh blood. We repeat what we said when first broaching this subject. We have no cause of quarrel with the trustees individually or collectively. We have no other wish than to see the College flourish, as it ought to flourish with such splendid resources available. But we invite the trustees to reflect on the handle their present inaction in giving to those who proclaim the entire unfitness of Indians for self-government, and on the discredit which must necessarily attach to the premier Hindu College of Southern India. We invite the Hindu public and particularly its leaders to agitate for a reform in the manner of election of trustees of Pachaiyappa's Trustees on the lines we have outlined above, or on any lines that will secure the end aimed at, namely the election of a harmonious, expert board that will put aside personal rivalries and make the College an object of pride to every Hindu.

THE "HOUSE SYSTEM" IN DAY-SCHOOLS,

By STANLEY C. ROWLAND, B.A.

In matters educational generalisations are, as a rule, to be avoided; but few will cavil at the assertion that a perfect day-school, coupled with good home influence, approaches nearest to the ideal medium for the education of our young.

At the present time, the greatest drawback to day-school education is the difficulty of introducing the proper element of public spirit into a boy's

life: and the great size of many of our provincial grammar schools, the heterogeneity of their *clientele*, and, owing to improved means of communication, the ever-widening circle from which it is drawn, have added enormously to this difficulty.

The boy leaves home in the morning, and sets off by train or car to his place of study, much as his father and elder brothers set off to their place of business: and, in the north of England especially, this business-like element seems to be steadily engraining itself in the boys' natures. They seem to regard school life in the light of an apprenticeship, and the mainspring of their keenness and application is the business-like desire to get full value for their premium.

Any means that can be found for softening and transforming this hard and unlovely ideal of boyhood deserves to be considered earnestly, tried patiently, and developed experimentally in every possible way.

One of the most interesting experiments of recent years calculated to further this purpose, is the introduction into our public day-schools of the House System. The House System is a form of decentralisation (in idea, though it should not be in fact): the too large and amorphous structure of the whole school is brought within the boys' comprehension through the medium of the more definite House organisations. The growth of jealousy for the honour of his House leads up to the feeling of public spirit and loyalty to the larger entity, his School. This is the true aim and *motif* of the House System; and the first danger threatening its realisation is the possibility of the smaller entities acquiring such a separate existence in the minds of the boys that the traditions of the School as a whole may be obscured and neglected. To obviate this two precautions may be observed in the founding of Houses. First, the spirit of emulation should be primarily introduced in the sphere of athletics: this should be the nominal purpose of the House System. On the surface this appears to be pandering to the already too-absorbing interest in sport though this count can

hardly be made good in the case of day-schools, where athletics still require continual stimulation. But the real reason for the above procedure will now be made clear; the only way to make the day-school Houses a living reality is to rouse strenuous emulation and enthusiasm; the easiest way to promote this is by commencing on the playing-field; and once the "House spirit" has been engendered, it will rapidly extend until it adequately pervades every branch of school life. In reality, too, instead of glorifying athletics, this method serves to abase them to a truer level, in that it classes successes in the field as laurels for the House, while dedicating the higher achievements of character and scholarship on the altar of the School.

As a corollary, it will be seen that basing the Houses on athletics will necessitate their being presided over by the athletic, and hence probably the younger members of the staff. This, by reserving the senior masters as representative of the more important interests of the larger body, will be a further guarantee against the general regard for the School being lost sight of in the enthusiasm for the Houses.

The second precaution to be observed appertains to the actual dividing up of the School roll. What is to be the basis of division? The choice depends, to a certain extent, on the particular circumstances of each school. Where the boys come from several fairly defined localities, the Houses may be arranged accordingly; where the School draws its members almost entirely from the single town in which it is situated, the various wards may answer the purpose, or some artificial division such as north, south, east and west may be adopted; a third alternative applicable to all cases is a purely paper division, the members for each House being selected in rotation from the School roll. The first two methods present a difficulty as regards the equalisation of the members, but have what would seem to be an advantage in the way of local rivalry, actual or potential. It is, however, doubtful whether such an opening for rivalry is to be desired; in fact, the term rivalry at once introduces a note of

discord, and the ready entrance of the word in this context seems typical of the facility with which emulation may degenerate into rivalry under the circumstances.

To those who have not tried the experiment it would appear highly improbable that a mere paper division could sufficiently individualise the Houses. But the writer can adduce his own experience in a school which has successfully adopted the third method, to show that, not only is the emulation aroused quite ample for the purpose, but also this method seems calculated to secure the maintenance of a proper balance between the interests of the School as a whole, and the interests of the individual Houses. At present the emulation falls somewhat below the wished-for standard; but considering the infancy of the scheme, this is only natural: in fact, it is better so, as time, with the consequent accumulation of House traditions,* will beyond a doubt make up the deficit.

In the School from which the following description is taken, the Houses have now been in existence for about a year, a period far too short to allow of any sweeping statements as to the ultimate issue and effect on the School as a whole—a decade or a generation must pass before this is possible—but long enough to provide material to illustrate the inauguration and establishment of such a system.

The proposal was first submitted in general terms to the whole School at assembly, and they were asked to think and talk it over. Some days were then allowed to elapse to enable the idea to penetrate the minds of all the boys—and it is extraordinary what a lengthy process this is; indeed, in no way is the lack of cohesion in a day-school more clearly shown than by the fact that a matter of public importance to the School may be on fair for days and still leave twenty-five per cent. of the

* To help in fostering the growth of House tradition, it has been arranged that, where there is already one member of a family in a certain House, any younger brothers entering the School shall be allocated to the same House.

boys in blissful unconsciousness or heedlessness of its existence.

Finally, an open meeting of the Debating Society was held, at which, in the presence of half the School (i.e., almost the whole of the senior boys), the matter was discussed with great vigour, and no small amount of heat. It is true the digressions were many, and the resolutions arrived at were few; but if the paper results of the debate were inconsiderable, the incidental effect of the meeting in generating power for speeding the scheme—whatever form it might take—on its way, was of the highest value.

From consideration both of the number of boys in the School and of the number of masters participating in athletics it was decided to form three Houses. The first step was the dividing up of the School roll; this was carried out by the three House-masters in co-operation with their prefects. (The original School prefects, six in number, have been retained, and distributed equally among the Houses.)

To avoid multiplication of authorities, it was decided that each House should have a "general purposes committee," consisting of the two prefects, the captain and vice-captain of the cricket or football team, and the House-master, making five in all. In the case of one or both the prefects holding the athletic captaincy or vice-captaincy, the complement of five would have to be made up by election at a general meeting of the House.

In the initial stages of the scheme it was found necessary to have frequent general meetings to discuss sundry details of management; and, apart from the necessity, such gatherings would have been a matter of policy, as they helped to maintain the interest in the new departure, and to make the Houses realise their corporate unity. These meetings were always fully attended, in fact during the whole year only two cases of wilful abstention from his House came under the writer's notice:

and the other masters reported as favourably of their Houses.

For special purposes, such as the athletic and swimming sports, House "socials," &c., the committee had the right to co-opt for the time being any member of the House, who had special knowledge of, or was intimately connected with, the matter under consideration.

As a further aid to differentiation, House colours have been introduced, in the form of stripes added to the original single-coloured cap with crest; and just as these new colours are merely a superaddition to the old, which have been left undisturbed, so all the various activities which have sprung into being in connection with the Houses, are allowed to interfere as little as possible with the traditional organisations of the whole School.* The School athletic and other committees still meet as before, the School matches are carried on as usual, or at any rate are only slightly curtailed to make room for the House contests.

The number of House matches is limited to six in all, or twelve including the second teams, that is to say one first encounter between each House and one "return." The form cups have been transformed into House cups, and are awarded on the aggregate of points, counting two for a win and one for a draw, as in the League competitions; there is also a House cup for the Athletic sports, and another is to be provided for the Swimming competitions.

Besides the fresh vigour imparted to athletics, the Houses have also served to develop another side of school life, generally so conspicuously absent in day-schools—namely, the social side.

In the writer's view such frequent and varied provision for the entertainment of boys out of school, as is often heard advocated now-a-days, lies quite outside the province of a day-school; and organised social amusements carried to excess are

* The abolition of form-matches is the only radical change that has so far been found necessary.

to give their pupils instruction in discipline, organization and method of teaching, and this they do in the vernacular of the pupils so as to make themselves intelligible. But the method they adopt is quite unmethodical and unnatural. They have some notes with them in English either prepared by themselves or in most cases culled and copied by them from those prepared by their own masters at the Training Colleges. These notes they translate and give out to their pupils in the class. Poor pupils! they look upon these notes as a precious gift from their dear masters and memorise them day and night in preparation for their final examination, having been deluded into the belief that the notes are everything for them and that their success in life as teachers depends mainly upon how they get them up—upon their ability to give chapter and verse in regard to them. The teachers themselves are responsible for this kind of feeling on the part of the students, inasmuch as the lion's share of the time at school is taken up with the dictating and the writing of notes. The beneficial effect of this astounding note-giving system is practically nil. The notes wearing the garb of the translation make no impression on the pupils, who, parrot-like, reproduce them at the examination when they see any semblance of connection between the questions asked and the notes they carry in their minds. As an instance in point, I might say that when once the examinees were asked to prepare notes of lessons on birds, they wrote out a detailed lesson on the crow. I learnt this from an examiner. This mistake must have arisen from the examinees having previously got by heart a lesson on the crow sketched out by the teacher in the class. If men with so little discrimination go forth into the world as teachers of the young, what harm they will

do to the cause of education and how much they will hinder the progress of humanity can better be conceived than described. If our Government really desire to advance Elementary Education, the best means in my opinion, for compassing that end is the abolition of the training classes for the Primary School men and the introduction of enlightened and improved methods in the conduct of the other classes of Training Schools. The pernicious system of giving notes to normal students from year's end to year's end seems to be given full swing in all grades of normal institutions from the highest to the lowest and I believe it must be put down with a high hand. At any rate it is quite out of place in the Secondary Training Schools, both lower and upper. The system unduly absorbs the major portion of the pupils' time and ruinously affect their progress. The object of young men in attending Training Schools is to supplement their knowledge of the subjects they may have to teach when they go out, as well as to learn the best possible way of imparting that knowledge. This is my conception of the object of training. If this is right, where is the need, I ask, for the dictation of voluminous notes? Certainly a few lessons on the work of a teacher in general must be given at the normal institution to the students under training, and they may even be examined on the principles of school work. This is out of question but a minor part of the Normal School work, the more significant part of the work being to put the raw men into the way of picking up knowledge of things for themselves and presenting the same to others in a healthy form. It is certainly preposterous to dilate on the theory of teaching, organization and discipline at the normal school, and leave

the practical carrying out of it to the post-training period. Under the present system of Normal School work, students give very little time to actual teaching when at school, and learn very little of that difficult art, while they are brimful of the theories of the same. It is beyond my ken why the Normal School people make so much of the so-called theory of teaching, which after all tells so little upon the real work of the teacher in after life. Is it not enough to put the normal students in possession of one or two printed books on the subject of teaching, to help them in learning their contents and examine them occasionally on what they have learnt? For the Upper Secondary and the Lower Secondary men, no final written examination of the kind at present held, is at all necessary in my opinion, and as their command of English and their power of expression are poor and quite inadequate to the purposes of an elaborate written examination on a subject like teaching, it is sheer waste of resources on the part of the authorities to arrange a written examination, and it is likewise a needless and profitless worry to the students to have to bring up a pile of dry, unassimilable and unintelligible notes. The best way to test a normal student's fitness for teachership is for Inspectors or Assistant Inspectors to visit Normal Schools twice or thrice a year and examine students every time *viva voce* on select portions of the theory of teaching previously prescribed and see them teaching a class at the same time. It is the combined impression produced by the student on the three occasions together that must decide his fitness or otherwise to be a teacher. If the combined impression proves unfavourable to a candidate, he must be told to go about his business and the stipends he may have received while at the school, the department

must be prepared to forego. If the student be found fairly satisfactory at the end of his training course he may be sent out into the world as a teacher on probation, to be declared a fully qualified teacher at the end of three years, during which he should show a record of steady, efficient and honest work in a recognized school. The abolition of the final written examination would doubtless obviate the necessity for the profitless cramming of notes, and leave both the masters and students free to devote themselves more fully to the practice of teaching, and to the discovery and invention of ways and means to make teaching natural, effectual and pleasant. It is out of the question for a novice in the field of teaching to derive any help in the matter of teaching during the period of his probation from his official superiors at school or in the department. The Headmaster has his own duties pressing on him and can hardly find time to instruct his subordinate in the practice of teaching, nor can the official Inspector in his round of hurried visits be expected to devote any part of his precious time to effectually set right the defective methods of teaching adopted by the probationer. But it must be conceded, however, that the probationer, if he has only an observant eye and an inquiring spirit, and be earnest about his work and also free from a feeling of self-sufficiency, can directly and indirectly learn a great deal both from his own experience and the experience of others engaged in the same walk of life as himself. It is for the purpose of stimulating his curiosity and attuning his mind to the reception of new ideas and the cultivation of healthy methods, as well as to give him an opportunity to put into practice what principles of teaching he has learnt at the Training School and see for himself how far they succeed, that the

and study nature at first hand. The glory of flowers, the sparkle of gushing water, the melodies of birds and breezes must appeal to their young fancy and awaken the natural music of their souls. The children must make what they see in nature, all that is stimulating and beautiful, their own. The school-house and the garden surrounding it are models of neatness and tasteful grace, and serve to create many pleasant associations, a sense of pride in and affection for the institution.

The teachers of the ideal school are past masters in the art and science of teaching and are specialists in the various subjects they teach. They are men of spotless character, tactful, courteous, patient and painstaking, wedded to their profession and devoted to the welfare of students. That they are up-to-date and well-informed in all the subjects they handle, need not be repeated. Their minds are well cultivated, resourceful and are always reaching after things that are likely to be of use in their daily duties. The science teacher knows all about the manufactures of the place, all about local minerals and their uses, is acquainted with the pumps, machines, and lighting appliances used in the nearest railway station, and knows something about the manufacture of things of daily use, such as soap, glass, candles and the like. He can explain how a modern steamship is propelled, can explain the mechanism of torpedoes and other engines of warfare, can picture the tram-car, the motor car, the air balloon and other wonders of modern scientific invention. The teacher of geography has to be no less diligent and observant. He is capable of performing imaginary voyages across the Atlantic or to Australia, can talk to you about the strange manners and customs of countries other than yours, is well-informed

on the subject of fibres, dyes, wool and other raw-products of your native country, can tell you something about the weather, the seasons, about the climate and productions and commerce of other lands. In the ideal school the teacher of history is not mechanically guided by the chapters and paragraphs of his book. The great movements of past time, political, social or literary; their far reaching consequences; the links with which they are riveted to like movements at the present day; how the old is intermingled with the new, wherein the present is in advance of the past; to what extent the biographical element colours the pages of history—matters such as these receive the greatest share of his attention. The fossilised, dry-as-dust, catalogue of events, dates, contending parties, battles and results, is relegated by him to a subordinate place and only used to interpret the working of the various forces that have moulded the destinies of nations.

A few words about the teacher of languages will not be accounted superfluous. The whole mechanism of the language is at his command. He talks in a simple, picturesque and flowing style that is within the comprehension of students. Apt and telling illustrations, throwing light upon difficulties of construction or of meaning, occur to him on the spot. Dialogues and narratives are invented off-hand by him with a facility that will do credit to a practised play-wright. In teaching poetry he is able to bring home to the minds of students the beauty of the passage and the grace of expression, and to create in them a living taste for real literature. Nor is the instruction given in the class unsupplemented by information drawn from extraneous sources. He takes care that his students are following a course of healthy general reading. Thus the

horizon of their ideas and moral emotions expands. Now and then the pupils are examined in what they have so gathered from general books. They are asked to write on set themes bearing upon what they have so learned in the course of their excursions beyond their legitimate studies. They are taught by him to conduct themselves in conversation as men of culture and refined manners. Once a week or so he assembles the students of his class and talks to them about what will be of interest to them,—their amusements, their dress, the habits and manners of the people around them and of those of distant countries, events of the world that are likely to stimulate their healthy imagination and to fill them with ennobling aspirations.

The teachers, in return for such life-long devotion to duties, are trusted, loved and encouraged by their employers. They are not tossed aside like sucked oranges when they get old or when they fall ill, but they are properly housed and looked after. They are given every assurance in exchange for honest work done by them that they will not be left out in the cold in their old age. They are provided with a library containing the latest publications on the subjects that they deal with; are now and then sent out to the great centres of light and learning to get acquainted with the latest developments of the science and art of teaching. Such opportunities of coming face to face with the great living exponents of new discoveries, with the enthusiastic advocates of new methods quicken their powers of invention and enable them to strike out new paths for themselves. Such opportunities widen their field of observation and afford them materials for reflection. Consequently, the teachers do not stick in a rut nor become infected with a dulness

natural to a mechanical observance of the time-honoured rules of practice. Theirs is the ever active and adaptative mind always on the look-out for things useful and interesting. Theirs is the mind stored with impressions of things seen abroad and capable of giving colour and life to dry facts. Such teachers can never fail of adding interest to instruction, and it is such teachers that we have in our ideal schools.

The students of this school live in close proximity to the teachers' quarters in the boarding-house intended for them. They are well-fed, and are made comfortable and happy. For them the day begins with the customary morning ablutions—the grown-up lads having their refreshing and bracing cold bath, and their juniors a rubbing down and washing with towel and water. Then they say their morning prayer, in which such of them as have forgotten it, are carefully instructed. If the prayer happens to be in Sanskrit they are taught beforehand the meaning of what they say. The drinking of coffee or tea with face unwashed and mouth reeking with odorous exhalations is never tolerated. Refreshments streaming with rancid ghee and oily matter are never served out to them. The students of the ideal school should not grow up to be men subject to dyspepsia and gloomy thoughts. Prostration on hands and knees after the fashion of the orthodox of the land may be encouraged. It expands the chest and gives plenty of exercise to the muscles of the arms and legs. Attention and will power are sought to be cultivated by religious exercises. Much importance is attached to the formation of devotional habits, but little of theory or doctrine is preached. The boys are given to understand that a strictly religious life is not inconsistent with liberal views and sentiments, is not the stronghold

one great need of our time; but probably it will be long ere the teachers of literary subjects will, of their own accord, consent to leave their chairs and set themselves to deal with practical lessons: their incompetence is so absolute at present; something must soon be done, however, to put an end to the present system by which subjects are taught in water-tight compartments, with a consequent waste of time. Many schools, probably, which are now understaffed because they are administered on the water-tight compartment system, would be found to be well if not over-staffed if the teaching of the various subjects were correlated, and a vast amount of time would be saved. Prof. Perry has pointed out in his recent address to the Physical Society that "such a simple mathematical idea as that of a decimal cannot be given in elementary schools in less than five or six years, whereas one week of weighing and measuring would give young children familiarity and clear ideas about decimals." This advice should be dealt with from the Captain Cuttle point of view by all heads and by teachers generally.

In fine, higher ideals must be introduced into our school system. We teachers of science have a great opportunity of showing the way. Let us see to it that we lay our foundations well and truly and that we build thereon only with sound materials; jerry building *must* be given up; then, if inspectors or examiners complain of the rate at which the buildings rise—well, with clear conscience, we will tell them: "Go, hang!"—*The School World*.

OUR ENGLISH LETTER.

CAMBRIDGE, July 1906.

Clause by clause the Education Bill is being fought and passed. Clause IV, the most controversial of all, is passed. Last night Clause VIII was reached: this deals with the transference of the trust property from the clerical schools to local authorities. Mr. Birrell divulged the names of the Board of three who are to

scientific in principle settle those cases in which the local authority cannot agree upon the transference. For weeks past the back to a triumvirate has been denounced: the opponents of the Bill have recourse to English rather than Roman and have called up pictures of the Star Chamber and even gone afield and made covert allusion to the Holy Office. Wat Tyler, Jack Cade, Robin Hood are names to conjure with: there is more of solid respectability than romantic possibilities about the names now actually announced. The first is that of Sir Arthur Wilson, who is a Member of the Judicial Committee of the Privy Council; he is not unknown in India, as he has held high judicial positions among you, and for years was legal adviser to the India Office. Sir Hugh Owen, the second Commissioner, has done much for the cause of Education, more particularly in Wales: for sixteen years he has been permanent Secretary to the Local Government Board. Arbitration work will not be new to him: he acted as an arbitrator when the great transfer of property caused by the establishment of the Metropolitan Water Board took place. The third Commissioner is Mr. H. W. Worsley-Taylor, who was Conservative member for Blackpool in the last Parliament but did not seek re-election, though the seat was held comfortably by the Conservatives despite the general defection of Lancashire. Mr. Worsley-Taylor has presided over some important Commissions, and was at one time leader of the Parliamentary Bar. He is not to be confused with Mr. W. H. Taylor, K.C., one of the leaders on the Northern Circuit, who was recently appointed Judge of that quaint survival, the Liverpool Court of Passage, a Court that is capable of discharging a good deal of work and is being more and more used now that a capable lawyer is at its head. The publication of these three names will do much to modify the criticism of the proposal to establish the Commission whose standing was considered doubtful and

this, matters were set down as inordinate: the also doin will no doubt apply an *argumentum ad Comit*. But in the House of Commons the of salals are in the happy position of being able No ay on their voting rather than their argumentative powers, and are proving the closure-me-compartments system, which they so roundly Tenounced a year or two ago, to be a necessary organ for the passing of an important measure: the unregenerate spirits among them are even moved to happy laughter at the cries of 'Gag' and 'Guillotine' that such skilled exponents of the art as Mr. Balfour and Mr. Wyndham are now raising: we refer of course to their old skill in employing the closure, as, if it were merely a question of lungs, we do not doubt that their best efforts could be more than matched on the other side of the House—to say nothing of lady-suffragists in the Gallery. This unpleasant word 'suffragist' seems to be coming into regular use; the British people are incorrigible in their love for this suffix, though they are not madly enamoured of the ladies who have been making themselves so objectionably prominent of late.

The impression made on most men by the Government's conduct in the Education Debate has been distinctly favourable. They must of course consult the wishes of the majority who sent them to Westminster, but their willingness to listen to reason and accept possible amendments, as in the case of Clause IV, has been praiseworthy. They are certainly not riding rough-shod over their opponents, and the Nonconformist members, who are such a formidable body, have not been unduly aggressive. The morning papers surprised us yesterday by headlines announcing a majority of 16. But this was due to the Government leaving open the question of an amendment to Clause VI: the amendment was moved by a Liberal Nonconformist and supported by one or two members of the Cabinet among other Liberals. There are no signs as yet of the Liberal majority breaking up. The criticisms of the unwieldy bulk of the Bill have

resulted in a notice of amendment handed in by Mr. Birrell: the Government proposes to drop Part 2 which contains Clauses XIV—XXIV dealing with Educational Endowments.

The Long Vacation at our Universities is now well begun: in fact men are already coming up for the long vacation term here. The Cambridge Tripos lists have all been published, but the Oxford lists are not yet due. There is much to be said for the Cambridge method which keeps the men up till the lists are published, so that they may take their degrees before going down. But at Oxford term is over long before the results are out, and men who have taken an honours examination do not take their degrees till the following term and indeed often postpone it for months. The fact that necessitates this is the retention of the *viva voce*: there are few examinations at Oxford without this *viva voce*. Men are inclined to look with favour at this fact, as the theory is that a man can only improve his position in this oral examination and never loses what his written papers have gained for him. It is chiefly used in the case of men who are on the borderland between a First and a Second, and often a candidate in *Literæ Humaniores* will fight a fierce battle with his Examiners for two or even three hours while he shows that he knows Aristotle's theory of *akrasia* and can criticize the traditional version of Solon's reforms. But a man who is a certain First or a certain Fourth will have one or two questions asked him and find his answers treated with much unconcern. Once again the papers which treat all other lists with the disdain they may or may not disclaim have made a column out of the Mathematical Tripos. The question, Who is Senior Wrangler? is asked with almost as much anxiety as, Who won the Boat Race? Each is of national importance. This year the results cannot fail to be of interest in India. An Indian, A. T. Rajan of Trinity College, was bracketed Senior Wrangler, following the example that was set seven years ago. Not only so, but India also

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claimed the 6th and six other places on the list. Mr. Rajan has been in residence two years and is now twenty-two years of age. He was born in Vinukonda in the Madras Presidency and was educated at the Madras Presidency College, taking a First Class Madras M. A. So well had he been taught, indeed, that we were told by a prominent Mathematical tutor that Trinity did not claim the credit of having won the honour for him by excellence of tuition: his work had been chiefly done before he reached England. The Indian Majilis here entertained Mr. Rajan to a dinner in honour of his success, and it was a scene of much rejoicing. Mr. De' of the Presidency College, Calcutta, and now of St. John's College, was sixth on the list. Mr. Rajan is taking the I.C.S. this August.

The old cry has again been raised in favour of abolishing the order of merit in the Mathematical Tripos, and publishing the names as in the other triposes, in alphabetical order inside the class divisions. It is undoubtedly this order of merit that creates the outside interest. Most newspapers have regarded this proposed abolition as an accomplished fact and proclaimed Messrs. Rajan and Sewell as the last Senior Wranglers, but it seems from what one can gather here in Cambridge that this change will not come for sometime yet. Classes and orders of merit are more in vogue here than at Oxford: to an Oxford man classes in the Little-Go seem a *reductio ad absurdum*. And a man taking a pass degree there rests content with his *satisfecisti* *examinatoribus* and does not look for the added glory of a First Class.

'Vivian Grey' and Mr. E. S. Tylee have published a small volume on the co-education of boys and girls. The experiment has certainly been tried in England and with some success. One of the best of the schools, however, with all the advantages of an enthusiastic and capable Headmaster, has had to be broken up: but this was perhaps due to poor financial administration. The writers take a too optimistic a view of co-edu-

cation in America: widely employed, he truly, the methods of universally acclaimed; this the Moseley Commission pointed out. It hardly seems likely that the movement will make much headway in some time to come. But Mr. Tylee's contribution to the question is eminently sensible. He is known to Oxonians of several generations—University generation has a beginning and an ending only, nothing in between—as an assiduous and witty tormentor of the Officers in Private Business at the Union. His presence in the House was always the cause of an expectant stir among the members; who liked to see the officers lured on to their undoing by his innocent-seeming questions. But he more than once suffered the fate of an acknowledged humorist when attempting to make a serious speech. He overcomes this difficulty much better on paper.

The "Incorporated Association of Assistant Masters in Secondary Schools." So prolonged an effort surely deserves a sentence of its own. This Association has just published an interesting pamphlet giving a review of its work, aims, and methods. Its membership has grown from 72 (in 1891) to 1737. One of the chief aims of the Society is to insist on the necessity of security of tenure. They have effected something: the Head and the Assistant Masters have met in conference and decided upon a scheme to this end. The main provisions are that the Headmaster as Agent of the Governing Body may dismiss an Assistant Master and shall notify the dismissal to the Governors, while the Assistant Master shall have the right to appeal to the Board of Education against his dismissal. This scheme was accepted by both Associations and brought to the notice of the Board of Education, and it is hoped that, when more controversial matters have been settled, it will be made the substance of a Government Bill. But already some benefit has resulted. New schemes for Endowed Schools show that both the Local Authorities and the Board of Education recognize that some limitation of the Headmaster's power in

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THE EDUCATIONAL REVIEW.

this matter is necessary. The Association is also doing good service through its Legal Sub-Committee and its endeavour to raise the standard of salary and introduce the system of pensions. No profession has been so ill-served in this matter of remuneration as those who revere the memory of the Sophists who took the first stand. The Association certainly deserves support by those who practise what Fitch called the, 'noblest of professions and the sorriest of trades.'

The T. C. D. Royal Commission has very wide terms of reference—to inquire into and report on the present state of Trinity College, Dublin, and of the University of Dublin, including the revenue of the College and of any of its officers, and their application; the method of government of the University and the College; the system of instruction in the College and the teachers by whom it is conducted; the system of University Examinations, and the provision made for post-graduate study and the encouragement of research; and also to inquire upon and report upon the place which Trinity College, Dublin, and the University of Dublin now hold as organs of the higher education in Ireland; and the steps proper to be taken to increase their usefulness to the country. The Commission is to link itself on to the Commission of 1901 and to base its report on the findings taken conjointly. Some very well-known men are acting on the Commission. The Chairman is Sir Edward Fry. There are two Oxford men in Sir T. Raleigh and Sir A. W. Rucker, now Principal of the University of London, and two eminent classical scholars in Dr. Jackson of Cambridge and Dr. Batchelor, who is now sitting as Member for Cambridge University and has made a good impression by his able speeches in the House: it is a great pity that his health continues to be unsatisfactory. The T. C. D. Board elected Mr. S. B. Kelleher, a Roman Catholic elected to his fellowship as recently as 1904, as their representative: the choice occasioned some surprise. The Commission will begin its sittings in August or September.

ber, documentary evidence to be handed in by July.

THE EDUCATIONAL MAGAZINES.

The *Journal of Education* gives an account of the visit of French Professors and teachers in Secondary Schools to England. Over two hundred visitors were entertained by the University of London and the Modern Language Association. The *Journal* remarks that the visit was more of a ceremonial and social than educational character. At an informal dinner on the day of arrival, M. Bayet, Director of Superior Instruction, remarked that the phrase *entente cordiale*, which now seemed so natural, would have moved diplomatists of a century ago to laughter; and, if there was a domain in which the *entente cordiale* had its place, it was pre-eminently the domain of letters, science and art. At the most important gathering, which took place in the Great Hall of the University of London, M. Liard, Vice-Rector of the University of Paris, said that 'the *entente cordiale* between the two countries, proclaimed first by the heads of the States, then acclaimed by the peoples, quite recently consecrated by deeds, was not a mere word, such as sometimes flew through the atmosphere of nations to vanish on the morrow. It resulted, they hoped, from lasting feelings. The invitation and the visit were a new manifestation of these feelings—a special manifestation, since it was produced on a special soil, that of education and of science, where all the peoples could meet, with no other rivalry than that of serving best the permanent interests of humanity, in which the conquests realized by each of them immediately profited all the others. They had accepted that invitation for other reasons still. First, because it was an opportunity for them to pay, in the very heart of Great Britain, in one of its most shining scientific homes, a grateful homage to British science. What did they not owe to it, since the day when, beneath the breath of Bacon here, of Descartes in France, the idols of the Middle Ages had vanished from the human mind? Newton, Priestley, Cavendish, Davy, Hamilton, Darwin, Faraday, Maxwell, to name only the greatest among the dead, and how many others still could be named among the living, in that very assembly even, all classed among the initiators of modern thought, all geniuses of the first greatness, whose intuitions had cast light sometimes on the distances of the infinitely great, sometimes into the depths of the infinitely small. They had accepted the invitation, also, to salute in our midst our men of letters, our novelists,

our historians, our philosophers, and, above all, our poets. For, if we were the positive and practical nation, we were also, *par excellence*, the poetical nation, and it was from our race that had bloomed the fairest flowers of poetry that humanity had breathed since the times of Greece; and he had said truly, he of France who had written of our Shakespeare: "le plus grand de tous les artistes qui avec des mots ont représenté des âmes." They had accepted, again, because they knew that here and from us they had much to learn. They knew some of the superiorities of our race, made of the Norman graft on the wild Saxon stock; the virility of our education, the vigour of our muscles, and that of our characters, the solidity of our public spirit, its calm and reflecting way of proceeding by patient, unshakable, far-carrying resolve; our secular love of liberty, our fecundity in private initiative, being born, growing, and bearing fruit a little by chance, it seemed at first, like varied grains scattered on the soil without preconceived design, but ending always by meeting each other and co-ordinating themselves in the best interest of the public—such was the University of London, so young and already so powerful, which was first a body of examiners, and which had become a teaching body of so original a form, which united in the vast and supple network of its eight Faculties more than twenty different establishments, almost all born before her, and in which she had caused to circulate all the sap of modern science. Finally, they had accepted the invitation in the hope of making themselves better known among us. During the last forty years there had taken place in France a great effort for the progress and the diffusion of science, for a better management of national education. In what measure had they succeeded? It was not for them to say. Besides, they would be bad judges of it. But for some time past it seemed that, more than before, people came to them to see what they had done in those matters. Without presumption they could there recognize an indication that everything was not to be despised in what they had done. M. Liard proceeded to give a detailed account of higher education in France.

The meeting of the Association of Head Mistresses and that of the Incorporated Association of Assistant Mistresses in Public Secondary Schools are reported. The address delivered by the President of the former, Miss Gadesden, M.A. (Blackheath High School) and entitled the Politics of Girls' High Schools is given in full. The title is correct enough, though if our young Bengali friends infer from it that in taking a prominent part in political agitations they are but copying

the examples set by English School girls, they will be wrong, and we can imagine one of these young men picking up the *Journal* and, allured by the title, commencing to read Miss Gadesden's address, only to find to his disgust that it deals with State Grants, Inspection, the Register, Compulsory Afternoon School, and similar topics. In the whole *Journal* there is not a single original article, nor was there one last month.

The *School World* has reflected in its pages the advent of the holidays. We find such articles as *A School Holiday Camp* by J. L. Paton, *Light Literature for the Holidays* by E. A. Baker, *The Blue Water School for Teachers* by A. L. Linney, *How to set to work at Natural History* by F. W. Headley of Haileybury College. The first of these articles gives valuable hints on the management of a school camp by the sea-side or in the country. "My first experience in camping with large parties was in connection with the Boys' Brigade. I could not help thinking what a valuable adjunct such a camp would be to the life of the City Day School. The fact that the Secondary School boy comes from a more comfortable home makes the camp less necessary, it may be, from the standpoint of physical health, but even more necessary from certain higher standpoints. In the first place it is a splendid object-lesson in the fundamentals of political or social economy. The camp is a return to the primary conditions of life. In our comfortable and complicated civilisation there are so many steps between the boy and his primary needs. When a boy gets up in the morning he has no consciousness whatever of how many people have had to be up and doing in the dark and eerie hours to make the world comfortable for his lordship; to get him his milk, to light his fire, to black his boots, to bring him his picture postcard. Inevitably he begins to take all these things for granted unless the hard fact is brought home to him in the form of concrete necessity. When he comes home from school he finds his bed made, his room straightened and dusted, his dishes washed up, and his dinner cooked; and these things are done for him so invariably that he gets the idea that they do themselves, and never realizes that some one has to do them. At camp he learns that things do not do themselves. There are no servants in camp for the simple reason that everyone must be a servant there, both to himself and others. The comfortably living boy comes face to face with the simplicities and necessities of life. Again the camp is the corollary of nature-study in school. The natural history master can take the boys to the specimens

instead of always bringing the specimens to the boys." Mr. Paton then gives practical hints on the choice of a site, equipment, food, etc. Mr. Headley, in *How to set to work on Natural History* premises that "two things must be borne in mind; first, that knowledge on such a subject gained only from books, is of little or no use; secondly, that what a man learns by his own observation will be insufficient in amount, and must, therefore, be largely supplemented by reading. Mr. Headley's strong point is ornithology and he accordingly gives the names of books that are most likely to be useful and a few practical hints as to observation to those eager to learn about birds. He has a useful warning with regard to the use of the camera. "To a naturalist photography may be a snare. He may, instead of studying his birds, his insects or his flowers, devote himself to photographing and making pictures of them. Mammals, molluscs, marine and fresh water forms of life, and botany are successively treated. Zoology has, no doubt, the grander field, and there are many who agree with the zoologist who thanked Heaven that he was not a botanist. Nevertheless the botanist has many consolations. His working material is easy to get. While the ornithologist has often to be content with a snapshot at his bird from his gun or his field glass, the botanist quietly picks his flower and studies it." By the *Blue Water School for Teachers* Mr. Linney means the gain in breadth of view to be derived from a trip in a tramp steamer. A tramp steamer is, we may explain, the opposite of a regular "liner." The latter sails on a fixed route, has regular ports of call, and endeavours to keep to a time-table. The tramp is willing to go anywhere "if sufficient inducement offers," and is not particular about two or three days delay in starting. On the tramp steamer the passenger has in order to comply with the Board of Trade Regulations to ship as one of the crew and pays from half a crown to three and sixpence a day for the accommodation given him. You see far more of the sea, and of the sailor's life on a tramp than you do on the great passenger boat, which is merely a travelling hotel, filled with the kind of people you want to avoid, for the simple reason that you meet them for eleven months out of twelve and need a rest. "I have not a word to say against those enterprising people whose organised travel arrangements are often so helpful to teachers. The chances are that there will be not just one but very likely a score of dominies in the party, and even if 'shop' is reduced to a minimum, there is an almost unconscious moving together of those in the profession. Even should

this not be the case, this much is certain, the schoolmaster is in the company of those of his own social class; the point of view from which life is regarded is virtually the same." Mr. Linney has evidently thoroughly enjoyed himself on tramp steamers and we can only regret that a similar cheap means of obtaining rest, change of scene, and fresh experience is not open to Indian teachers. A Registered Teacher writes on the *Proposed Abolition of the Teachers' Register*, Mr. Richardson writes an article on *The Examination and Marking of Practical Work*, that will be beyond the average teacher. The Rev. A. H. Fish continues the series of articles on the use of the phonograph that have been already noticed by us. We referred in our May number to an article on this subject by Prof. Rippmann, and in our June number to one by Dr. Rouse. Mr. Fish gives a very interesting account of a course of experimental phonetics given by M. Rosset at Grenoble. A similar course given in English in India would help to get rid of common defects in the pronunciation of English. Mr. Fish refers to a "remarkable effort in the direction of what may be called, perhaps, the phonographic teaching of languages, which comes from America. These are the courses provided by the International Correspondence Schools, Scranton, Pennsylvania. These comprise elaborate courses in French, German and Spanish, and are designed for self-instruction. They can only be obtained in complete sets, comprising an Edison Phonograph, thirty-two records, with four text-books, viz., conversational lessons, grammar, reader, and dictionary in each language. The price of each set is £10-10-0. The larger part of this cost is due to the phonograph, which is very completely fitted for recording, as well as for reproducing. It has also a special repeating device which is useful. When one set has been obtained the cost of the phonograph is deducted from the price of the others. The type, printing, binding and get-up of the text-books are of an excellence quite unusual in this country. They are a delight to handle and an ornament to any book-shelves. The volume containing the conversational lesson commences with very full instructions for the use and care of the phonograph and for the making of records.... The whole enterprise is a very remarkable one, and is certainly worth the attention of English teachers and students of languages..." "Mr. Fish goes on to state the advantages of mechanical reproduction of speech, and the limitations and dangers of its use in schools. The whole article is interesting and will repay study, and any school with spare cash, if such there be, might well investigate the

benefit to be derived by teaching English to Indian boys by the aid of the phonograph. It was not to be expected that Professor Armstrong's vigorous article, *Is School Science worth having?* referred to last month and reproduced in the present issue, would be unchallenged. We commend to the notice of our readers the two rejoinders by Messrs. Harris and Donington.

School—Miss C. H. Hardingham writes on modern mathematics. In her article, which is styled *New Lemps for Old*, she shows that Oughtred's Key to Mathematics, though more than two hundred years old, is in many respects surprisingly up to date in the method of treatment. Inferentially we are led to disparage many of the modern methods and modern text-books. Mr. Bompas-Smith writes on *Mental Gymnastics*, and takes pretty much the line that the *Spectator* took with regard to the chief end of classical study. We refer our readers to the article on 'Literal Translations' in this issue. Mr. Bompas-Smith is on the side of the *Spectator*. He refers to the attack in the May number of the *National Review* by Mr. Reginald Lucas on the classical curriculum and the methods obtaining in his time at Eton. The following number contained a rejoinder, the writer of which said, "The question really at issue is: Are the classes the best mental gymnastic, the best brain-sweat, available? and he went on to answer, "The Public School point of view is that they are." Mr. Bompas-Smith points out that "such a statement clearly assumes as an unexceptionable axiom that the business of a liberal education is to provide the most effective form of mental gymnastics or "brain-sweat," and the only problem to be solved is the discovery of the subjects best fitted for that purpose. This assumption, however, Mr. Lucas implicitly denies, and hence this skirmish in the *National Review* takes its place as a minor incident in the great battle that is being fought between the advocates of the lost cause of formal training and the adherents of a directly practical ideal." We are not sure what a practical ideal may be, but Mr. Smith is a believer in the practical. "But though the theory of formal training in the old sense will never again dominate our school procedure, much still remains to be done if we are to free ourselves from its effects, and I would urge the importance of the following maxims if the boy is to feel that his work at school is no arbitrary task but a present help and a preparation for his future life.

First, we shall teach only those subjects which are of direct practical value, apart from any

mental training which may be derived from their study.....Secondly, this idea of practical value should guide us in our methods of teaching. For instance, when arranging our course in any subject, we shall make up our minds as to the definite value the lessons ought to have. Are our French lessons intended to enlarge the boys' sympathies by giving them an intelligent interest in French life and character, or to make them enjoy French literature, or to make them able to talk to any Frenchman they may meet, or to conduct the French correspondence of a business house? . . . Thirdly, we shall try to make use of the matter supplied by the boys' environment. In science, for instance, we shall minimise "pill-box experiments," and connect our physics and chemistry more closely with their commercial applications, our mechanics with real machines, and our biology with the boys' own observations." M' L'abbé Fournier and E. W. Lynam write on *Mathematics in French Primary Schools*. We commend to the notice of mathematical teachers the article, and in particular, the ingenious demonstration of Euclid I. 47. The next paper, *The Schoolmaster's Holidays*, deals with a subject akin to those already noticed in the *School World*. The writer, Mr. Perez, lays stress on the fact that holidays are the schoolmaster's opportunity. "If well and wisely spent, they may prove, instead of a fruitless period of idleness devoted simply to vegetating or to the immediate dissipation of his modest income, the most potent weapon he has for advancement in his profession, and that without sacrificing the modicum of mental and physical relaxation which every Englishman regards as his birthright." Mr. Perez puts first among holiday occupations, holiday courses in France or Germany. Closely connected with these are walking tours; sea-trips are dealt with and mention is made of holiday tutorships and reading parties, which provide agreeable company in pleasant surroundings, and have the gratifying effect of filling instead of lightening one's purse. "There is, however, one holiday employment which should appeal to many University men, especially the younger members of a school staff, which, while it demands pre-eminently unselfish labour for others, deserves from every moral repays those who give their time to it, and richly to Mission work in the slums." The doing of this is facilitated by the fact that many colleges have a mission and the help, even the temporary help, of their alumni is always welcomed. In conclusion Mr. Perez refers to literary work as a holiday occupation. The writing of school-books has been in the past a source of income to many

school-masters. But Mr. Perez is inclined to think that it has been overdone, but that in the field of translation there are still good openings. Mr. Edwards, of the Middlesborough High School writes on "What Boys Read." Judging by the votes given in a large secondary day-school in Yorkshire (Mr. Edwards's own school), Henty is first favourite, then a long way after, Talbot Baines, Read and Ballantyne. Then come Dickens, Manville Fenn, Conan Doyle, Sir Walter Scott, Charles Kingsley, Jules Verne, Kingston, Captain Marryatt, Fenimore Cooper, Rider Haggard. Thomas Hughes and Thackeray are near the bottom, and, thank Heaven! Marie Corelli does not appear to have had a single vote. Some of the criticisms are amusing. One boy approves of the plays of Shakespeare because of their excellent punctuation. The article concludes by describing what has been done at Cardiff in the way of providing school libraries. The public school illustrated and described in this number is Westminster. The right of the King's Scholars to acclaim the newly crowned monarch at the Coronation, and the right of entry to the House of Commons are referred to, and the celebrated Westminster Play is not forgotten. Miss G. Wynne writes on *Some Types of School Girls*, and Captain Buck writes on *Education in India*. This article we shall reproduce next month. Altogether this number of *School* is very readable. The *Educational Times* for July has not a single original article. It reprints a paper on 'The Temptations of the Clever Teacher,' read by Professor Adams before the College of Preceptors. The paper is too long to be conveniently summarized here and we shall try to reproduce a part of it at any rate, in our next number. In *Indian Education*, Mr. Sadler summarizes the educational position in Great Britain, Father Fliuk writes on the *School Final and Matriculation Examinations in Bombay*. He complains of some defects in the School Final, which in Bombay is the passport to Government Service. He points out that candidates whose vernacular is an Indian language have to bring up that language at the School Final. This regulation tends to ban the Classical Languages and is disadvantageous, says the Father, to Christian students, who belong to a community which is rapidly making English their domestic language. He hopes that the revised Matriculation Examination will also be accepted as qualifying for Government Service. The First Report of the Calcutta University Teachers' Association is given. J. N. F. draw attention to cheap art photographs for schools. We lately referred to this branch of education as practically absent in

Indian Schools. J. N. F. therefore confers a real benefit on teachers and managers by mentioning the Italian firm of Messrs. Alinari of Florence, who have produced first rate photographs of famous pictures at about eight annas each. We may also refer to the delightful pictures of the Perry Company of America, and shall be glad to give details to any of our readers who may communicate with us. J. N. F. also gives useful 'Hints for Teachers.' M. writes on *Primary Education in Bombay City*. About 20,000 children attended Municipal and Aided Schools, about fifteen thousand attended private, unrecognized, unaided schools, mostly of the "pial" type. "Broadly speaking, about 60 per cent. of the juvenile population is allowed to grow up in ignorance in Bombay. Female Education is very much worse off than the education of boys, and its progress is painfully slow. How to get these children to attend school is a problem for serious consideration. The question of free and compulsory education is at present before an able committee of experts and others for enquiry, and whether they pronounce in its favour or not, it is to be hoped that their investigations will at least be fruitful in practical suggestions for the extension and popularization of primary education among the masses of Bombay." S. V. Bhandarkar comments on the points raised by Professor Banerjee of the Bangobasi College in his pamphlet on 'Sanskrit in our Schools.' R. V. Tikekar writes on *Schools and Co-operative Credit Societies*. There is a Review of Public Instruction in Mysore but it is too short to give readers any adequate idea of what Mysore is doing.

The *Madras Christian College Magazine* contains a very interesting article by Mr. Macphail on the working of the Kodaikanal Observatory. Mr. L. K. Anantha Krishna Iyer continues his interesting articles on primitive tribes, and writes on the Kadars of Cochin and Coimbatore. "They are not more than six hundred in number, and they are a timid race, for they never feel safe out of their forests. Their habits are migratory and they often wander from one place to another, where food is more easily obtainable.....". Their marriage customs are described and their religion, which is a rude animism, is not overlooked. The Rev. B. Robinson writes an article on *Aruneya and Mrityu* in which he "attempts to give expression to some typically Indian religious conceptions." An article on the New Grant-in-Aid Code, Notes on the Month, Literary Notices and Notes, Science Notes, a Summary of Recent Periodical Literature make up the number.

Reviews and Notices.

HINDUISM BY L. D. BARNETT, M.A., D. Litt.,
ASSISTANT IN THE DEPARTMENT OF ORIENTAL
PRINTED BOOKS AND MSS. OF THE BRITISH
MUSEUM. "RELIGIONS, ANCIENT AND MODERN,"
(CONSTABLE & CO.)

This book is veritably an attempt to achieve the impossible. In fifty-seven pages of by no means small print that diverse mass of creeds and usages, hoary traditions and recondite philosophies which we denominate "Hinduism" is briefly sketched. An attempt is made to cover the whole field. Subjects as diverse as The Meaning of Hinduism, The Vedic Age, The Cult of Vishnu, Buddhism and Jainism, Sankara and the Vedanta, Ramanuja, Vallabhacharya, Sivite Sects, Forms of Worship, Principles of Caste, are taken up in hurried succession, briefly outlined, and dismissed. It is true that the format of these elegant little books necessitates condensation; but we cannot help thinking that the method of this particular member of the series is a mistaken one. The aim seems to have been to give the dilettante an easy survey of the whole ground. One result of this is that there is a lack of proportion in the amount of attention that is given to some of the most important features of the religious life of India.

The author begins by endeavouring to show what underlying ideas there are in India which give some kind of unity and homogeneity to what is known as Hinduism. These are of two classes, ideas of a social order issuing in that appalling thralldom, the caste system, and coupled with this the philosophical theory of 'Works' (Karma), 'Wandering' (Samsara), and 'Release' (Moksha). This, we think, is on the right lines. But if we have here the kernel of Hinduism it seems that it would have been a thing worth doing to have traced the origin of these ideas and to have explained their bearing and influence on the life of the people, even if some other sections of the work had to be sacrificed.

But the failing we point out is a very common one when men take in hand to expound the nature of Hinduism. Things which are vague, remote, which belong to the dead history of centuries ago, are treated of in detail. The life, the ruling ideas of to-day, so hard to reach and fathom, are passed over almost in silence. Take, for example, the treatment in this book of 'Sankara and the Vedanta.' It is summed up in a few lines as follows:

"He (Sankaracharya) completed and systematized the Upanishadic monism; and the word 'Vedanta, properly signifying the Upanishads themselves, is now commonly applied to his interpretation of them. The most remarkable feature of his system is the theory of *Maya*, 'jugglery' or 'illusion.' To Sankara it (the universe) is entirely unreal and illusive, born of a demiurgic power which is purely an 'accident' in the nature of the Absolute Brahma. The supreme knowledge, as it were, imposes on itself a voluntary knowledge, which by no means alters the former's nature as pure knowledge, but brings forth a phantom universe, in which individual souls, properly one with absolute knowledge, imagine themselves enveloped, thus severing themselves from the latter." There is no indication here that we are face to face with a philosophical and religious movement which has influenced Indian thought with a profound and almost immeasurable power. There is here no hint that the fibre of this philosophy has sent its filaments through all the life of Oriental mysticism, so that not only the Brahmin sage dreaming of life's mysteries in the quiet *agraharam*, but the peasant also working at his plough, though perhaps he knows it not, thinks the thought of Vedantism and patiently bows his head to the fate it inculcates.

The book may serve as an introduction to the study of a great subject, but even from this point of view we are familiar with better ones. There is a brief list, at the end of the book of more detailed treatises for the guidance of students. It is by no means so full as it might be.

ALGEBRAIC GEOMETRY: A NEW TREATISE ON ANALYTICAL CONIC SECTIONS, BY W. M. BAKER, M.A.,
PUBLISHED BY GEO. BELL & SONS. Price 4s. 6d.

This is a new volume in Bell's well-known Cambridge Mathematical Series, and is quite up to the high average of the series. The early chapters on the straight line and circle are very fully treated, so much so that we think the private student should find no difficulty whatever in getting up the subject from this book. In the treatment of the parabola, ellipse and hyperbola we have first an analytical treatment on the usual lines and then most of the important propositions of Conic Sections are proved, partly algebraically and partially geometrically. There are also good chapters on Polar Co-ordinates and Queve Tracing.

The printing, the use of various kinds of type, and the diagrams are all excellent. The examples

worked out as models are typical and well selected. There is a super-abundance of examples given to be worked out and also a goodly number of revision papers. This book just about covers the ground required for Analytical Conics in the B.A. Examination at Madras, and can be confidently recommended for use. It is quite up to date.

RELIGION OF ANCIENT GREECE, BY JANE HARRISON,
(ARCHIBALD CONSTABLE).

This is another of the series of booklets dealing with Religions, Ancient and Modern. The opening paragraph gives the aim of the book. "The present sketch does not aim at any complete survey, however brief, of the facts of Greek religion: it is not a hand-book. Still less does it aim at setting down in an elementary form the rudiments of the subject: it is not a primer. Rather it is, in the Greek sense, a *historia*—an inquiry into the nature of Greek religion; an attempt to see whence it came and whither it tended; how it resembles and how it differs from other religions." After pointing out that there are two factors in religion, Ritual and Mythology, Miss Harrison points out that Greek Mythology has been studied hitherto to the exclusion of Ritual. "Some knowledge of Greek Mythology is necessary to the understanding of classical Greek literature. . . . Mythology was regarded, not as a subject worthy in itself of study, not as part of the history of the human mind, but as 'ancillary,' as of some service to literature. Nothing so effectually starves a subject as to make it occupy this 'ancillary' position." She then remarks that Greek Mythology was formerly studied through a Roman or Alexandrian Medium and thus finds that "three disabilities have atrophied and well-nigh paralyzed the study of Greek religion. First, instead of studying religion as a whole, we have studied only one part, Mythology. Second, even Mythology was not studied rationally, as a whole, but in scraps to explain 'allusions.' Thirdly, such Mythology as was studied was seen distorted through the medium of Alexandrian and Roman literature. To read a paragraph of Lemprière is to wonder that a study reduced to such imbecility could still keep its hold on the human mind."

Then reference is made to modern scientific methods of study. "So long as religions were divided into one true and the rest false, progress was naturally impossible. The slow pressure of Science introduced first the comparative, then the historical method. The facts of ancient and savage religions being once collected and laid

side by side, it became immediately evident that there were resemblances as well as differences, and some sort of classification was possible. Then came the historical impulse, the desire to see if in religion also there existed a law of development, and if the facts of religion succeeded each other in any ascertainable order." A reference is then made to the importance of fresh archaeological material supplied by excavations. The specific character of the Greek religion is then determined. "The material of Greek religion, in its two departments of theology and ritual is, in the early stages of its development, much the same as that of other nations. We find ghosts and spirits, and nature gods, ancestor worship, family religion, tribal religion, anthropomorphism, the formation of a pantheon, individual religion, magical rites, purifications, prayers, sacrifices—all the common stock and the successive phases of religious humanity. What is characteristic of the Greeks is not the material, but their handling of it. Among the Greeks, religious imaginations and religious acts, though never perhaps without their influence on conduct, tend to become the impulse of two quite other forms of human activity—forms, both of which are often, though wrongly, regarded as alien to religion. These two forms are art, both literary and plastic, and philosophy. By the action of art and philosophy savage elements are eliminated, and, by this purgation from ignorance, ugliness and fear, religion became, not only powerless to harm, but potent exceedingly for good." Three chapters follow on Mythology, Ritual and the Mysteries. An Historical Summary and a brief Bibliography are given at the end. The quotation made above will enable our readers to judge of Miss Harrison's style. She certainly writes with force, and manages not to waste a word. It is only too true that the average classical student does not view Greek religion as a whole, but only makes acquaintance with certain myths in the course of his reading. Such an up to date book as Miss Harrison's should furnish him with much needed light on the religious beliefs of the Greeks.

A MANUAL FOR TEACHERS OF ELEMENTARY GEOGRAPHY IN THE SCHOOLS OF CEYLON, BY ANNIE GIBBON, INSPECTRESS OF SCHOOLS, CEYLON,
(LONGMANS, GREEN & CO.)

This book, though it runs to over three hundred pages, is of a very elementary character, and its best feature is that it will disappoint the average teacher of Geography who consults it. Not that the book is not informing; far from it,

but it does not give the information that he thinks ought to be given. There is practically no information about the continents of the world, their political divisions and so forth. The book is far more concerned with right methods than with information. An introduction deals with Geography as a school subject and its use in training the senses, the imagination and the reasoning power. By it the child is taught to put things together. Stress is laid on the use of the imagination, 'making believe,' in teaching very young children, on the use of school-walks, gardens and games, drawing, modelling, lantern-lectures, and Geographical Readers. Practical hints are given with regard to the formation of a school museum, which should contain clay-models of hills, valleys, &c., portfolios of pictorial illustrations; specimens of rocks and minerals, illustrations of local industries, dried specimens of plants; maps and plans, magnet, compass, &c. Directions are given for the preparation and preservation of maps, and some attention is given to the art of teaching. After this Introduction comes Part I, containing lessons for the Lower Standards (II and III)—lessons 1—5, water and its properties; lessons 6, 7, air and its properties; lessons 8—10, evaporation, rain, &c.; lessons 11—17, running water and its work; lesson 18, lakes and river beds; lesson 19, the sea. Section II deals with measurements, direction and mapping, all treated in a very elementary manner. We must say that we prefer beginning as here, with elementary physical notions to starting with measurement, plans, as is done in Madras. When the child has got as far as the plan of the school neighbourhood, he turns aside to clay-modelling and is led on to the representation of height on a map, to the village or town, its Government, etc. Various physical features, travel and transport, and so forth are treated of. Then we come to a voyage round the coast and so make the acquaintance of the principal industries of Ceylon, including the famous pearl-fishery. A chapter is given to the Wild Men and Animals of Ceylon, another to the Tamil Children on a Tea Estate and a third to elementary astronomical notions. One of the best parts of this excellent book is the lesson on agricultural produce—paddy, tea, cocoa, the coconut palm, rubber, ginger, pepper, nutmegs, cinnamon, ginger, etc. Some account is given of seed germination, and the chapter is well illustrated. Compare this with the barren list in the time-honoured "manual." Altogether it is a most excellent book, which deserves the compliment of being adapted to India, the references to Ceylon, being replaced by Indian illustrations, and of being translated into

the vernaculars. A better book for elementary teachers cannot be conceived.

THE DALE READERS, THE INFANT READER, (GEORGE PHILIP & SON).

This beautiful production with illustrations by Walter Crane is the latest style of Reader. The paper is thick, the type so large and clear that there is no possibility of children ruining their eyesight over it. The columns of words before each lesson are printed in letters of different colours, red for vowels, and blue or black for different classes of consonants. Yellow indicates silent consonants and we must protest against the *h* in *when* being considered silent. Whether these devices are really needed to smooth the road for little children is a question, but we are not called on to discuss it here. But there is no doubt that the book is beautifully got up. It is priced moderately at ninepence.

EXERCISES IN PARAPHRASING AND ANALYSIS, BY F. W. TICKNER, (LONGMANS, GREEN & Co.)

Occasionally prose pieces are selected for paraphrasing. The poetry pieces are usually short, often only a couple of lines. When longer pieces are given, too frequent recourse is had to the sonnet, which is too difficult to be given to the Indian student, unless he be a B.A. candidate.

CHAMBERS'S TWENTIETH CENTURY READERS, BOOKS III AND IV.

As usual with these English books, the get-up is excellent, the poetry deficient in quantity, and the illustrations numerous and beautiful. Can be used with advantage as supplements to the Indian Reader used in class.

THE YORK READERS, BOOK VI, (GEORGE BELL & SONS).

The above remarks apply to this Reader, except that relating to the poetry, which in this book is in sufficient quantity.

GENERAL INTELLIGENCE PAPERS, GERALD BLUNT, (GEORGE BELL & SONS).

A teacher should be able to make his own General Papers, which ought to refer to current events. For instance Algeciras, San Francisco, Valparaiso, Seddon, Bambaata, are names that would occur in any recent paper of this kind.

Indian Educational Notes.

MADRAS.

But a teacher having to prepare a paper at a minute's notice, as sometimes must be the case, might jot down two or three questions readily enough, but be unable to find the fourth and fifth questions. Here this book will come in handy. The majority of the questions strike us as hardly general in character; they are geography and history questions. Usually there are at most two questions in each paper that really require general knowledge as distinguished from knowledge gained in class.

PUBLIC SCHOOL FRENCH PRIMER, SIEPMANN AND PELLISSIER, (MACMILLAN & Co.)

This series is too well-known to require detailed notice. The Reader is preceded by a chapter on French sounds and phonetic symbols, which avoids the error of exhaustiveness. Enough and not too much is given.

A FIRST BOOK OF FRENCH ORAL TEACHING, BY CALVERT AND HARTOG. THE FIRST SIXTY LESSONS PHONETICALLY TRANSCRIBED BY D. L. SAVORY. (RIVINGTON'S).

The transcription into phonetic symbols is so thoroughly done that at first sight we seem to be dealing with the Russian language. Whether this thoroughness is appropriate in a first book, we are inclined to doubt. The first book should have introduced a few symbols only, and succeeding books might have gone further and further till the system appeared in its fulness in the Fourth or Fifth Reader.

ANECDOTES AND RECITS, HARTOG, (RIVINGTON'S).

Suitable for Junior French Classes. Useful written and oral exercises are appended.

MICHEL PERRIN, EDITED BY F. L. CARTER, (MACMILLAN & Co.)

This work by Madame de Bawr has been added to Siepmann's Primary French Series. It is suitable for Junior Classes. Like all the books in this series it contains a vocabulary, questions in French for oral exercises, words and phrases for *viva voce* translation, and passages for translation in writing into French.

THE ANDROMACHE OF EURIPIDES, NORWOOD, (JOHN MURRAY).

The get-up is good, the Greek text is beautifully printed, and an Introduction of sixty-five pages gives ample information to the student on points relating to the Greek drama, Euripides, his art and times.

A MEETING of the Council of European Schools was held recently at the Doveton College to consider those points in the New European Code which were deferred for consideration from the meeting held on the 28th April last. In the absence of Major Bonham-Carter, Father Meyer was voted to the Chair. Before the minutes of the last meeting were read, Mr. W. E. Hoare, the Secretary, announced that so far as Boys' Schools were concerned the new curriculum of studies was for the present not to be adopted. He had not heard whether the Girls' Schools had received similar instructions. The minutes of the last meeting having been read, the Secretary read a letter from Major Bonham-Carter, suggesting that Managers of Schools be empowered to vary the curriculum to suit special cases, with the approval of the Inspector of European Schools. After some discussion as to whether there should be two different curricula—one for children reading up to the Primary Standard only, and another for those who would continue their studies through the High School, the general feeling appeared to be in favour of a uniform curriculum. Another point much discussed had reference to the terms of agreement under which teachers should be engaged. The article in the Code lays down that teachers should be engaged under a written engagement with the Governing Body, terminable on either side with reasonable notice (one term's notice may be considered reasonable). There was much difference of opinion as to the meaning of the parenthetical clause. Mr. Callaghan and the Rev. Herbert Pegg were of opinion that the intention of the article was to leave it open to managers and teachers to settle among themselves the length of notice up to a maximum of six months, while Mr. Hoare and others considered that a term's notice was the minimum. It was decided to ask the Director to interpret the clause.

The Council considered that the fees charged for admission to the Scholarship Examinations (Rs. 15 for the High and Rs. 10 for the Middle School) far too high, and recommended that they should be reduced to Rs. 10 and Rs. 5, respectively.

The most important point discussed at the meeting was the inadequate supply of trained European teachers. After much informal discussion as to the action which the Council should take to give prominence to this matter, Mr. Callaghan moved the following Resolution:—"That an adequate supply of trained European male teachers being of vital importance to European Schools, the Council regrets that the new Code does not offer facilities for the training and maintenance of such teachers." The Resolution was seconded by the Rev. Herbert Pegg and unanimously adopted.

The Secretary announced that he had received a number of suggestions from teachers on the new curriculum, and invited further suggestions from other teachers with a view to their being discussed

at the next Meeting of the Council some day in September.

A MEETING of the Primary Teachers in Madras was held at the Arya Patasala, Thumbu Chetty Street, Georgetown, when an Association called the Primary Teachers' Association, was formed with the object of improving the knowledge, status and position of the Primary School Teachers in Madras.

Mr Subrahmaniam Pantulu of the Educational Department presided, and there was a very large attendance of those interested in education. The Chairman having proposed the formation of a "Primary School Teachers' Association" in Georgetown, the proposition was put to the vote and unanimously carried, and a Select Committee was elected to draft rules for the newly formed Society. Mr. S. K. Sundara Chariu, B. A., of the Christain College, then delivered a very interesting lecture on "Popular Beliefs about some Animals." After pointing out some of the erroneous ideas popularly entertained about animals like the skink (aranai), the toad, the monitor, etc., and referring to the popular belief about the formation of pearls, he concluded by saying that every Primary School should possess a small museum, and every teacher have a rudimentary knowledge of Natural History, so that he might be able to train young minds in the habits of correct observation. The Chairman having made a few remarks highly enlogising the lecturer for his very lucid and interesting lecture, the proceedings were brought to a close with the usual vote of thanks.

At a meeting of the Palghat Municipality a letter from Miss Lynch, Inspector of Girls' Schools, Southern Circle, regarding the desirability of the Municipality opening a Girls' School in the town, was read. Rao Bahadur Chinnasawmi Pillay, the Chairman, explained the history of the Girls' School movement in the Municipality, when Government vetoed the proposal of the Council. Messrs. Parameswara Aiyar and Selevanayagam opposed the idea of starting the school, the latter being of opinion that the charges are to be met from Provincial and not Municipal funds. The Chairman stated that, according to Miss Lynch, the policy of Government has now been changed and they may be induced to sanction the proposal. The Commissioners, after some discussion, resolved to open one Model Girls' School in the town.

The scheme submitted by Mr. Glyn Barlow to increase the salaries of his Assistants was postponed for consideration until the results of the new curricula pending decision with the Board of Studies, were published.

A FAREWELL entertainment was given to Mr. A. E. B. Vencata Row, a Professor of the Coimbatore College, on the eve of his departure from the station to assume the duties of Headmaster of the Walajapett Municipal High School. There was a large gathering. Several speeches were made in which the good work done by Mr. Vencata Row was praised, and the guest of the evening replied in suitable terms.

It was with extreme regret and sorrow that the students and the teachers of the North Madras Hindu High School received the news of the sad and sudden death of Mr. N. Lakshmanaswami Mudaliar, B.A. He joined the school in 1903. It was during his time that the Institution became a High School. He was exceedingly popular with the students as well as the teachers.

Mr. Walter Keess, Principal, College of Agriculture, Saidapet, has been granted an extension of furlough, on medical certificate, for six months.

THE Inspector of European Schools wrote to the Ootacamund Municipal Council enquiring whether the usual contribution of Rs. 600 per annum made by the Council to the funds of the Breeks' Memorial School had been discontinued, and, if so, asking on what grounds this had been done. The Chairman stated that the School had been closed for sometime and that since then the grant had been discontinued. Members considered that the School as a purely European School was not entitled to the grant and that as the Council was to open a new School of its own, shortly, the grant, if made, ought to go to the new School. The question was deferred for future consideration.

MESSRS. K. N. Appa Nayar and G. M. Rangiah have started a School of Commerce with a view to training the youth of Trichinopoly in such subjects as will enable them to readily obtain employment in the South Indian Railway and other offices where type-writing, short-hand and accounts clerks are at a premium. The opening ceremony of the Institution was held at the Town Hall, when Mr. C. L. Vibert, I. C. S., presided and Mr. Neville Priestley, the Agent of the South Indian Railway, with his various heads of departments and other officers attended. Mr. T. Desikachariar, High Court Vakil, delivered a most interesting and cleverly thought-out address on the advantages of commercial and technical education, which made a great impression on those present.

Mr. Deval, Manager, Weaving Mills, Central Jail, Coimbatore, has been awarded a Technical Scholarship by the Government of Madras, and he proceeds to England to study improved weaving there. He will, of course, have a lien on his appointment in the Central Jail.

PROCEEDINGS of a Meeting of the Executive Committee of the Mahomedan Educational Association of Southern India held recently:

PRESENT.—Lt. Col. R. F. R. Formby, Vice-President, Khan Bahadur Walji Lalji Sait, Mr. D. A. Hobday, Haji Moulvi Ziauddin Mahommed Sahib, Khan Sahib Mahommed Anwaruddin Sahib, Khan Sahib Mahommed Saifur Hussain Sahib Bahadur, Mr. H. Harris, Mahommed Ibrahim Quraishi, Yakub Hasan Sait, Baquer Sheriff Sahib, T. Ghan.

sham Singh, Raoof Ahmad Sahib and Haji Mir Abbas Ali Sahib.

I. Read and confirmed the proceedings of the meeting of the Executive Committee held on 6th June 1906.

II. Resolved that Mr. Mir Abbas Ali Sahib Bahadur be appointed to inspect the Religious Classes at the Madrasa-i-Azam during the next fortnight.

III. It was announced (1) that a sum of Rs. 120 was received as contributions to the Service Corps Fund; (2) that a sum of Rs. 192-7-0 was received as our share in the collections made by the Duty Deputation of Aligarh, and (3) that a sum of Rs. 7-8-0 was received from Mahommed Karimoola Sahib Faruki as the 8th instalment in repayment of the money received by him as scholarship.

Noted with satisfaction.

IV. Read letter from the Prince of Arcot forwarding Rs. 50 as a first instalment of the Prince's donation of Rs. 500.

Recorded with satisfaction.

The following is taken from the proceedings of a meeting held subsequently:—Read letter from C. Md. Hussain Sahib, B.A., student, Medical College, Madras, praying for an advance payment of Rs. 118-2-0 from the Hon'ble Mr. Justice Boddam's Scholarship Fund to enable him to buy certain Medical books and instruments.

Resolved to advance Rs. 120 to enable him to purchase the books required, and to pay him monthly Rs. 15 in place of Rs. 25 for the next year.

Resolved that Saiyed Ghulam Hussain, 4th M. B. and C. M. Class, Madras Medical College, be paid his College fees for one year.

The following receipts were announced in favour of the Service Corps Fund: Mr. Doorasawmy Iyer, Rs. 10; Mr. S. Srinivasa Iyengar, Rs. 10; Mr. Rangasawamy Iyengar, Rs. 2.

THE Hon'ble Dr. Bourne, Director of Public Instruction, in reviewing the report of the Teachers' College, Saidapet for 1905, remarks:—

The condition of the College continues to be satisfactory. This is chiefly due to its residential character and to the enthusiasm displayed by the Principal and his staff, both in and out of College. The lower classes of the practising school profited much from the able supervision of Miss Gillingham and show clearly what can be done with such classes if they are properly taught. The upper classes seem little better than in the majority of secondary schools. Although considerable strictness is exercised in regard to promotions from the First Form upwards, each form appears to always contain a large number unfit to enter the next higher form, and 72 per cent. of those who attempted to pass the Matriculation proved unfit to do so. It will be interesting to see whether the better training in the lower classes produces its due effect later on. The Principal is requested to watch the future progress of the pupils who have been properly trained in the lower classes. It would probably be well to refuse admission to others. The Principal is requested to consider and report what measures might be taken

to render the practising school a model worthy of imitation by the teachers who go forth from the College to take charge of secondary schools. Greater prominence might with advantage have been given in the report to any alterations and improvements in the system of training introduced during the year and less to the percentages of passes in the various examinations.

The Director is willing to believe that the College already does much more for the students than prepare them for an examination which few of them ought to find much difficulty in passing.

Several slight inaccuracies in the language of the Report have unfortunately escaped the notice of the Principal.

THERE was a large audience at the Victoria Town Hall when Mr. T. S. Venkataramana Iyer, B.A., L.T., of the Coimbatore College, delivered a lecture on "Our Educational Outlook," with Mr. E. H. Elliot, Principal of the same College, in the Chair. In the course of an interesting discourse Mr. Venkataramana Iyer laid great stress on the plea that the best intellects of the day should be drawn to the teaching profession. It was unhappily not the case now. Managers of schools and colleges want to make "a business" out of their schools and colleges, and the pay they give to the Primary teacher, for instance, is, to say the least of it, smaller than the pay of their own servants. Unless we improve the lot of the teacher, the lecturer said, the future of our education is doomed to be gloomy. The argument advanced by those in favour of low pay is that the teachers are contented with it. "But," Mr. Iyer said, "the slaves of a hundred years ago were no doubt contented; ought slavery then to have been continued?" He exhorted the moneyed classes of his countrymen to come forward and subscribe liberally towards educational institutions, many of which are handicapped for want of funds.

Mr. E. H. Elliot in bringing the proceedings to a close, said that twenty years ago a member of the Public Service Commission, before which he had to give evidence, remarked, when he pleaded for the poorly paid schoolmaster, that it was the case all the world over. However, he was glad to see that there were signs of improvement, and he was hopeful that in the course of a few years the Primary schoolmaster would be a better paid man than the punkah-puller or the postal runner. After the usual vote of thanks the meeting terminated.

THE Theosophical Society has started a Girls' School at Coimbatore under the name of "Annie Besant's Girls' School." Girls are admitted free, and as a result of this competition many of the girls are drawn away from the Government Girls' School, where they are required to pay the usual fees.

Mr. Maranna Gounden of Coimbatore has given Rs. 5,000 towards Mrs. Besant's Hindu Girls' School, Madras, which she is starting on the lines of the Central Hindu College, Benares.

[Aug. 1906.]

We are glad to hear that Mr. M. O. Parthasaradhi Iyengar, District Judge of Godavari, has given a sum of Rs. 10,000 to the Hindu Girls' School, Triplicane, and has appointed Dewan Bahadur M. Ramasami Naidu, Professor Rangachariar and Mr. T. V. Seshagiri Aiyar as Trustees for the above fund, the conditions of the trust being that no part of the corpus or income of the said fund shall be utilised for the purpose of acquiring or erecting a building for the said school, and that the income arising from the said corpus shall be utilised for the monthly expenses connected with the school, such as the pay of the teachers, renting of a suitable building, etc. The Trustees are to use the income for the purposes of the school only so long as the teaching of Sanskrit is made compulsory by the Committee of Management of the school. The Trustees are to hold office for life, it being competent for any of them to resign the office whenever they choose. When such vacancy arises the remaining Trustees are given the power to select a fit and proper person to fill up the vacancy so caused, to co-operate with them in the office of Trustee. The donor reserves to himself, as well as to his heirs and successors the right to resume the amount thus endowed if the subject-matter of the trust ceases to exist, or in case the conditions above specified are not complied with.

MYSORE.

An Order by the Mysore Government on the Report by the Inspector-General of Education on the Maharani's College, which he lately inspected, says that the Report on the whole is favourable, and testifies to the progress and efficiency of the institution. The Government have sanctioned the promotion of Miss G. L. Palethorpe, the Lady Superintendent of the College, to Class A-2 (Rs. 400—50—700) of Educational Officers with effect from the 1st June last, her starting pay in that class being fixed at Rs. 550.

The Government of H. H. the Maharajah of Mysore have sanctioned the Budget estimates of Village School Funds for the year 1906-07, and have increased the provisions for buildings from Rs. 5,000 to Rs. 20,000.

The Hon'ble Mr. Fraser, C.L.E., I. C. S., British Resident, visited the Baldwin High School recently. He was met by the Principal, the Bishop and the other members of the Board of Trustees, and shown all over the school. He carefully inspected the classes, dormitories, refectories, the Lee-Warner Laboratory and Reading Room, as well as the gymnasium, nursery and sick ward. The plans for the new building were explained to him. Mr. Fraser spent over an hour going thoroughly over the institution, and took much interest in all he saw.

A VERY unusual case is now engaging the attention of the Principal Munsiff of Bangalore, in which the members of a football team known as the Hindu and Social Football Team, are bringing a suit against the Committee of the

Central College Annual Football Tournament. The alleged facts are briefly that P. Sampat Iyengar, M.A., one of the defendants, declared the plaintiffs to have beaten the Excelsior Club in the final match for the Cup this year, and that the defendants subsequently overruled this decision and ordered the match to be re-played. This is stated to be against a rule rendering the decision of the referee final and plaintiffs declined to re-play the match. They now ask that they may be declared winners of the Cup and allowed to retain it, having won it in 1905.

THE Government of Mysore have sanctioned a budget estimate of Rs. 76,002 for the Industrial and other special schools in the province for the year 1906-07. Details are not available yet, but the grant shows that the Government mean to show increasing liberality in respect to the schools under reference. Past progress has justified them in this, which is one indication, among many, of the way in which details are being considered and improvements taken in hand. Educational methods have changed greatly since the time when, in at least one part of the province, the boys had to repeat the multiplication as far as 100 times 100 (!) in the evening and write the figures out in the sand the next morning, and when the study of grammar, geography and history was objected to, "as being of no assistance in obtaining Government employment, or in transacting business." Lord Curzon ought to have ruled in those days: there would have been so many more reforms to introduce. At the present time there is instruction of almost every kind obtainable in the province, though the law and medicine still call Mysoreans off to Madras and Bombay.—*Correspondent of the Madras Times.*

BOMBAY.

THE students of Wilson College struck recently. The day was a Hindu holiday called *Akadeshi* which fell on a Monday, and observed as such in several schools and colleges and public offices. In the Wilson College, however, the officials did not observe this holiday. On that day two hundred and fifty Hindu students absented themselves from the college, but they first assembled near the compound and marched themselves into a procession of three separate *Bande Mataram*. Dr. Mackichan, on being informed of the absence of the students, visited all the classes. The Hindu students were conspicuous by their absence, the Parsee, Christian and students of other communities having held aloof from the demonstration. Dr. Mackichan remarked, in the presence of those present, that he never for a moment thought the students of his college would ever follow the example of the Bengali students, and he would take severe notice of the conduct of the absentees. The Dr. Mackichan informed them that if they did not tender a written apology they would no longer

be considered as students of the college. The college opened at the usual hour the day after, when it was evident the students were not inclined to tender a written apology. Dr. Mackichan asked them to express their regret for remaining absent from college without leave on Monday. This the students did and Dr. Mackichan exhorted them to behave well in future. The incident then closed.

Nawab Mohsin-ul-Mulk, who came down from Aligarh specially for the occasion, opened recently in the presence of a large assembly, the "Siddik Mahomed Subani Free Library and Reading Room," at Jackeria Masjid Street, Bombay. The Library is founded by Mr. Haji Usuf Ismail to perpetuate the memory of his son, Mr. Mahomed Siddik, who died at the early age of twenty-one years. He and his brother, Mr. Haji Mahomed Haji Ismail, set aside for the purpose a sum of Rs. 20,000 which was supplemented by donations from friends who contributed nearly Rs. 5,000, which has been placed in the hands of the Trustees of the Library.

Nawab Mohsin-ul-Mulk, in an eloquent discourse, reminded his hearers of the palmier days of Islam, when glory was synonymous with learning, the fountain-spring whereof was religion, which was better understood then than now. The deep meaning underlying religion was twisted and distorted and perverted into sophistry by ignorant and fanatical persons, who did not deserve the name of Moslems. The Saracens who declared war against the Roman Emperor Heraclius, and who defeated the feeble descendants of Cyrus and Darius and subdued Syria, taking Damascus, Balbeck, Jerusalem, and before whose conquering sword Egypt fell, vied with each other in the encouragement of letters, and had had many Greek and Sanskrit works translated into Arabic. Science and arts were the favourite pursuits of the early Moslems, who annexed to the Caliphate, the coast of Africa from the Nile to the Atlantic and compelled the Moors to adopt the language and religion of Mahomed. Was it not Tarik, that famous soldier, who crossed the Straits, defeated Roderick the Goth at Xeres, and compelled his Kingdom of Spain to obedience to the Commander of the Faithful at Damascus? After having narrated the arrest of the triumphant march of Islam throughout Europe owing to the victory of the arms of Charles the Martel over the followers of Islam in France, Nawab Mohsin-ul-Mulk described the religious feuds, and the pomps and the luxuries at the Courts of Baghdad, which tended towards the degeneration and deterioration of the children of Islam. He then traced their political downfall and social degradation to the prevalence of hypocrisy and illiberal thoughts, which brought about a dissolution of the splendid dream of the early Moslems of universal enlightenment and civilisation.

In this renegade age, people who took to liberal education were looked down upon, and were known as out-castes and as enemies of religion. No religion was worth its salt which propagated such narrow and bigoted ideas. Islam was propitious to and not averse from learning. Those who recited passages from the Koran without either understanding its

subtle spirit or open meaning, were called "learned men," whereas those who devoted themselves to learning and science and solved their political and social emancipation were designated as foes of religion. The sooner such misleading interpreters and false prophets were exterminated, the better for civilisation and society. In former times they were judged by this means, respectability and position; by the number, variety and quality of the books in their library; but now-a-days they were judged by worldly possessions, by the furniture in their house, and the horses and carriages in their stable. Was it not a deplorable state of things? Was it not a crying shame, that to-day a Moslem discarded the use of a library, giving preference to a coffee-shop or a theatre? The speaker denounced any Moslem who entertained no sentiments of pride for the learning of his ancestors. He denounced those that lightly treated the traditions and noble examples of the first famous Caliphs, who promoted learning and eschewed vice. A richer or a nobler bequest than these noble traditions he could not think of. He asked them to follow in the wake of their Parsee brethren; and to emulate their example in education before demanding political rights, for which they would never be considered fit without liberal education. He was glad to see among them men like Mr. Budruddin Tyabji and Mr. Ibrahim Rahimtulla, who had shown what positions they could attain by means of education. The Mussulmans would spend money on false shows and unprofitable and ruinous fashions, but when he went to them for money for Aligarh College, they shunned him as they would shun the plague. They would spend money in marriage festivities, on dinners, on nautch parties but they would not spend anything on education. No, they would not do that, it was not sanctioned by their religion! The Nawab called such men hypocrites and enemies of progress. It was a circumstance of extraordinary blessing that they were living in blissful peace under the protection afforded to them by the British Government, which secured them their life, their property and their freedom, and afforded them an enormous opportunity of working out their religious and social salvation by means of education. If they embraced the opportunity that was placed within their reach by education, they would, in a not very distant future, be able to sway for good their brethren in Turkey, Persia and elsewhere. In conclusion he praised the charity of Mr. Haji Yusuf Ismail, which was in accordance with the teachings of Islam. Knowledge was power and those who encouraged its dissemination deserved their thanks. Mr. Haji Yusuf Ismail could not have conceived a better memorial to his late beloved son. It was a good sign that the Memons who had contributed a large share to the development of trade and commerce on this side of India, had at last awakened to the necessity of education and knowledge. He commended the example of Mr. Haji Yusuf Ismail to rich members of his community and finally declared the Library open to the public.

A hearty vote of thanks to Nawab Mohsin-ul-Mulk terminated the proceedings.

BENGAL.

MR. S. C. Sen sends the following letter to the *Rangoon Gazette*:—The news that Father Lafont is compelled owing to ill-health to retire from St. Xavier's College, Calcutta, will, I feel sure, be heard with much regret by Old Xaverians in this province. Father Lafont's great intellectual, attainments and personal qualities it is no exaggeration to say, captured our youthful imaginations, and I do not think there are many St. Xavier's men who did not fall under the spell of his personality. I would like to suggest, through your columns, that a suitable memento be sent to the Rev. Father as a token of respect and affection from St. Xavier's men in Burma. I know at least half a dozen men in Rangoon who, I am confident, will be only too happy to join. If this letter catches the eye of anyone interested, will he please communicate with me, care of this office?

COMMERCIAL education is not yet a success in Calcutta. The Director of Public Instruction in Bengal intimates that five candidates appeared for the Final Commercial Class Examination, but that no candidate came up to the standard required for a certificate.

Mrs. Sarala Bala Mitter and Miss Atia Fyzee have been selected by the Committee, Calcutta Women's Training College, to be sent to England to be trained as teachers. No decision has been come to as to whether it will be possible to open a Training College independently of the Bethune College.

The chief feature of the Annual Report of the Bengal Reformatory School, says the *Englishman*, is the evidence that agricultural training proves far more effective than industrial. The boys who were sent to Hazaribagh, where primary attention is paid to agriculture, showed a distinct inclination to follow the occupations they were taught in the school. Of the 128 boys released in three years, 81 were found to be following their calling. On the other hand out of 210 boys released in three years had been taught trades, only 25 were found to be engaged in the trade in which they had received instruction at school.

THE *Bengalee* announces that Babu Brojendra Kishore Roy Choudry has executed a deed of endowment by which he has made over property worth five lakhs to the newly formed Council of National Education.

THE Darjeeling Planters' Association sent its Chairman, Mr. H. R. Irwin, and Mr. G. Grant-Gordon to meet the Committee appointed by Government to inquire into the matter of primary education of coolie children on the tea gardens of the district. These representatives, on behalf of the

Association, withdrew objections to night schools, but the matter is considered to be of such importance that a general meeting of the members will be called at the end of the current month to discuss the question. In the gardens near Darjeeling and Kurseong, the majority of coolies are women and children and the planters fear that education will still further reduce the number of male workers, who find more remunerative employment in the towns, but allow their families to work on tea-gardens. On the other hand there is no doubt that the coolies as a rule are so ignorant that they are entirely in the hands of the sirdars and money-lenders, who trade on their ignorance. Government proposes to have a night school for purely primary education within two miles of each plantation, but as hill people have an aversion to going out at night, it might be more convenient and perhaps more economical to make a small grant to each plantation, which could pay something extra to one of the sirdars or the garden clerk to conduct a class near the coolie lines. These classes could be regularly visited by an Inspector of Schools, who would instruct the teacher how to conduct his work, suggest methods and books, and report on the progress of the scholars. It will be sometime before trained teachers can be got in this district and this method might be reasonably tried.

THE sixty-fourth anniversary meeting in memory of the late Mr. David Hare, founder of Hare School, was celebrated recently in the hall of the school premises under the presidency of Dr. P. K. Roy, late Principal of the Presidency College. The meeting was very largely attended, and among the audience were Sir Gurn Dass Banerjee, Rai Bahadur Churni Lal Ghose, Dr. Sarat K. Mullick, Pandit Shiva Nath Shastri, Babu Umesh Chundra Datta and Babu Rashomay Mitter. The school was tastefully decorated for the occasion and the statue of David Hare was also florally adorned. The proceedings began with a Bengali song.

The President on taking the chair invited Sir Gurn Dass Banerjee to address the meeting. Sir Gurn Dass Banerjee considered it his bounden duty to pay a humble tribute of respect and gratitude to the memory of David Hare, who had devoted his life to the welfare of the student community of Bengal. He understood his mission, the country where he was, and the people he had to deal with. He worked for and amongst the Bengalis, because he loved them as his fellowmen and had their welfare at heart. He had a genuine love and true philanthropy for the people. David Hare possessed a power which was greater than anything else—*viz.*, the power of doing good. The speaker did not know him personally, but he knew others who had come into contact with David Hare.

Babu Umesh Chundra Dutt made an impressive speech dwelling on the life of David Hare. He was followed by Babu Issan Chandra Ghose, the headmaster of the school, who read a short history of the

PUNJAB.

school. Several other speeches followed. Dr. P. K. Roy concluded the proceedings by a short and impressive speech.

The meeting closed with a vote of thanks to the Chair.

THE proposed Weaving School in Sylhet has commenced work under the supervision of an efficient weaving master of long experience. Arrangements have been made for training one hundred pupils and special concessions will be granted to members of the weaving caste.

MR. P. N. Bose, B. Sc., has been appointed Principal of the Bengal Technical Institute.

WE see it is announced that the Secretary of State has vetoed Sir Andrew Fraser's project for founding a "Model College" at Ranchi. The news, if true, will be welcomed in Bengal, where no one except its author seems to have been at all enamoured of the scheme. Those who subscribed towards the founding of hostels at Ranchi will doubtless be glad to transfer their allegiance to the Hon. Bhupendra Nath Bose's suggestion of a new Presidency College in Calcutta, thoroughly equipped in every respect and in harmony with the demands of modern University education—*Friend of India*.

DR. N. Annandale is appointed to act as Professor of Comparative Anatomy and Zoology, Medical College, Calcutta, during the absence on leave of Lieut.-Colonel A. Alcock, I. M. S.

A MEMORIAL was recently presented to the Director of Public Instruction, Bengal, by several ladies belonging to the Hindu, Brahmo and Christian communities, Bengal, against using Bethune Collegiate School as a Practising School for students of the Women's Training College. The Director has replied that nothing proposed would adversely affect the Bethune College, but, on the contrary, he hoped that the prosperity of the College would be further increased by its association with the Training College. The memorialists desiring further consideration of the matter, it has been referred to the Bethune College Committee for consideration.

THE distribution of prizes to the pupils of Miss Raikes' Zenana Schools, Chinsura, took place recently in the Victoria Hall, Hooghly. Mr. E. H. Walsh, C. S., Commissioner of Burdwan, occupying the chair. The hall was tastefully decorated for the occasion. There was a pretty good gathering of ladies and gentlemen to witness the ceremony, which began with a hymn. Then followed a long programme of recitation in the vernacular. The annual report was read by Mr. Shaw, Principal of the Hooghly College. After the reading of the report the silver medals and prizes, consisting of various handsome prizes, were given away by Mrs. De.

At a Meeting of the Senate of the Punjab University, the Hon'ble Mr. Justice Robertson presiding, the proposal of the Syndicate that the fee for the Matriculation Examination in the Arts and Science Faculties be raised from Rs. 10 to Rs. 12, elicited a good deal of discussion. There was a strong feeling among the Indian members against the proposed increase. The discussion lasted quite an hour and a quarter. Rai Sahib K. B. Thapar started it by pointing out that no good case had been made out in favour of the proposed increase, and that its effect would surely be to discourage education. The Regulations had been passed only a few months ago and had not yet come into force, and to change them so soon was, he pointed out, hardly in keeping, with the fitness of things. He proposed an amendment that "a Committee of the Senate" be appointed to look into the financial condition of the University, to see if the additional funds required for paying examiners could not be found by retrenching expenditure under certain heads, and that consideration of the recommendation of the Syndicate re the raising of fees be postponed until the Report of the Committee is received." The amendment was seconded by Sardar Gurcharan Singh. The amendment was put to the vote and lost by 15 to 13. The original motion was then voted upon and it was also lost, by 16 against 14.

The proposals that the fee for the Intermediate Examination in the Arts and Science Faculties be raised from Rs. 20 to Rs. 22 and that for the First Examination in Civil Engineering be raised from Rs. 16 to Rs. 20, were carried.

Consideration of the recommendation of the Syndicate that the Law College tuition fee be raised from Rs. 6 to Rs. 8 per mensem for the first year, and from Rs. 8 to Rs. 10 for the second year, was postponed to another Meeting of the Senate.

SEVENTEEN students of the Lahore Medical School, where, our readers will recollect, a strike recently took place, have been finally informed that they cannot be readmitted.

SEVERAL cases have lately occurred, says the "Civil and Military Gazette," in which school-boys have forged entries in their transfer certificates in order to obtain admission to a higher class than that to which they are entitled. Sometimes the offence is due to the connivance of "respectable" elders and head-masters. It is satisfactory, however, to think that there is practically no escape from ultimate discovery. It would be interesting to know how the Education Department proposes to deal with these juvenile delinquents; to rusticate them is to cut them off from all ameliorating influences, to flog them is hardly sufficient, and to send them to a reformatory is not permissible. The conniving head-master is invariably punished, but there are many ways in which the parent or guardian who winks at or furthers these illicit transactions could be made to realize the criminal nature of his con-

duct. To this end the educational authorities would have to invite the co-operation of other departments. In recognition of the precocity of the Punjabi it may be noted that forgery begins in the primary school.

REPLYING to an influential deputation of the Anjuman-i-Himayat-i-Islam at Simla, Sir Charles Rivaz said:—

It has given me much pleasure to receive this important deputation and hear the address which has just been read. The account given in it of the educational institutions with which your Association is concerned is highly interesting and instructive. There can be no doubt that in this part of India, at all events, the Mahomedan community has fully realised the advantages to be derived from the spread of education and has determined not to fall behind in the race. The happy consequence is that the Mahomedans of the Punjab will hold their own in the ranks of the Government service and in various fields of private enterprise, and I am confident that they will continue to do so. I heartily applaud your determination to provide yourselves with a Central College worthy of your great community and capable of entering into generous rivalry with other chief educational institutions of this province, and I have given proof of the appreciation that the Government entertains of your project by sanctioning a grant-in-aid of your building fund. I notice that you conclude your address by a general appeal for further Government support. As to this I can assure you, if you will specify the nature of the support you desire, I will give any application you may present full and sympathetic consideration. At the same time, while I make this promise, I need hardly remind you that your surest and safest basis of success rests not on Government assistance, but on your own organised co-operation and unceasing determination to achieve the objects you have in view.

HYDERABAD.

The First Anniversary Meeting of the Deccan Teachers' Association was recently held in the Mahabub College Hall. A very large gathering from Secunderabad, Hyderabad and Bolarum assembled at 5-30 p.m., in response to the invitation of the Secretary of the Association. In the unavoidable absence of Nawab Imad-ul-Mulk Bahadur, the Director of Public Instruction, who was to have taken the Chair, the meeting was presided over by the Rev. B. Pratt, Vice-President of the Association. The Report read by the Secretary, Mr. V. Ramaswami Pillai, B.A., L.T., afforded much interest. It dwelt at length on the objects of the Association which, briefly stated, are as follows:—

(a) To form a body which will be thoroughly representative of the members of the teaching profession in H. B. the Nizam's Dominions.

(b) To promote esprit de corps among the members of the teaching profession within that area.

(c) To encourage improved methods of teaching.

(d) To promote the circulation of educational literature.

(e) To discuss educational questions with a view to the formation of professional opinion thereon.

(f) To provide facilities for obtaining information regarding educational methods and movements in different countries.

The Director of Public Instruction has issued a circular in his official capacity to all the members of the teaching profession all parts of the Dominions, commending the objects of the Association to their notice and inviting them to join and assist the same in its useful work.

After the reading of the Report Mr. R. Venkata Ratnam Naidu, M.A., L.T., delivered an address on the subject of "Our Profession." He wound up his speech by emphasising the supreme responsibility resting upon a teacher of keeping the religious susceptibilities of the pupils intact, no matter what religion they may follow, and of encouraging them to abide by whatever is best and noblest according to their own Scriptures.

After a few remarks by the Chairman, Mr. Varadarajoo Moodelliar proposed, and Father Civati seconded, a vote of thanks to the lecturer, which was carried.

UNDER the auspices of the Secunderabad Girls' Patasala, a Public Meeting was held recently for the purpose of congratulating Sett Ram Gopaul on the conferring on him of the title of "Rai Bahadur" by H. E. the Viceroy. The gathering consisted of Mrs. Pendlebury (in the Chair), Major Ievers, Miss Pendlebury, Mrs. Smyth, Mr. and Mrs. Austin, Mr. and Mrs. Sewell, Captain Falcon, Mr. Lee, the Rev. B., Mrs. and Miss Pratt, Rai Bahadur B. K. Joshi, and other European and leading Hindu and Mahomedan gentlemen of the place. The Committee of the Patasala, of which Rai Bahadur Sett Ram Gopaul is the President, presented an Address.

On behalf of Rai Bahadur Sett Ram Gopaul, his son, Mr. Lutchminarayan, replied to the Address in feeling terms.

The school children then displayed their training in music and gave a May-pole dance. Mrs. Pendlebury, in closing the proceedings of the evening, said that she had gladly consented to preside at the meeting, for she knew that honor was being done to one to whom it was rightly due. As all knew of the extensive and useful charities of Rai Bahadur by recounting them, but she would point out the fact that all he had done for the public good showed that he was a lover of mankind. The guest of the evening had endeared himself to all by his many kind acts, and it was impossible for any who knew him. She hoped he would continue to do such good work for the benefit of all men, women, and children, and thus earn their gratitude. On behalf of all present, she wished him long life, health and prosperity.

[Our readers will have read with sorrow that Mrs. Pendlebury died a few days ago, to the deep sorrow of all who knew her.—EDITOR, *Educational Review*.]

A most interesting function took place recently in the St. George's Boys' School Gymnasium, when the pupils of St. George's Girls' School as well as those of the Boys' School and the parents and guardians of pupils, past and present, presented Miss Smith, the Lady Superintendent, with addresses and souvenirs prior to her departure to take up a post at Dehra Dun. A very large gathering was present, including, besides the managers of the School, Nawab Imad-ul-Mulk Bahadur, Director of Public Instruction, Mrs. S. W. Johnston, Mrs. Seaton, Messrs. J. E. Lee, Tate, Cooney, C. Prazer, R. Adolphus and others formerly connected with the schools. A very pleasant programme of vocal and instrumental music and recitations was provided by the Kindergarten teachers and the girls. Both the girls' and the parents' addresses dwelt affectionately upon Miss Smith's connection of over twenty years with the school, while in that of the latter the wish was expressed that Miss Smith would avail herself of the year's leave kindly given by the Managers and return refreshed, after her change to the Northern Hills, to resume her work here. The boys' address, if not demonstrative, was of characteristic boyish regard for Miss Smith's care of them when in the Kindergarten Department and regret at her leaving. Miss Smith, being visibly affected, could not read her reply, but Mr. J. E. Lee, formerly Secretary of St. George's Schools, did so most effectively. The girls presented Miss Smith with a handsomely fitted dressing case, while the parents and the boys gave her purses of sovereigns. Major Haig, on behalf of the Managers, presented her with a bonus of three months' salary.

The Roman Catholic community of Secunderabad are launched into grief once more in consequence of the death of Sister Eleta, the acting Principal of the Roman Catholic Schools, who died at the age of 43 years. Much sympathy is felt for the Roman Catholic Sisters, as this death follows so closely on the recent demise of the Mother Superior.

UNITED PROVINCES.

ACCORDING to the *Vossische Zeitung* Professor Schwallby, of Giessen University, the well known Orientalist, has accepted the offer of the Arabic Chair in the Mahomedan University at Aligarh.

COCHIN.

THERE was a grand meeting recently at the Y. M. C. A. Hall for the presentation of a Farewell Address and a souvenir to Mr. M. Gomez, who has been connected with the Catholic Educational Institutions for the last twenty-three years. The meeting was presided over by the Rev. Mr. Irwin, Incumbent, Government Church, Cochin.

INDIA (GENERAL.)

The following amended rules for encouraging the study of Oriental languages come into force from April next, the examination in Assamese alone excepted:—In all cases certificates signed by the presiding Examiners will be given for High Proficiency with the money reward, and, save in Madras, where the head of the Government signs diplomas, the Government of India will grant diplomas for Degrees of Honour. In all Provinces, Rs. 4,000 is offered for the Degree of Honour in Persian and Rs. 5,000 for Degrees of Honour in Arabic and Sanskrit; and Rs. 2,000 is given for High Proficiency in Persian, Arabic and Sanskrit. With these exceptions the rewards are:—In Madras, Rs. 1,000 will be given for High Proficiency in Tamil, Telugu, Kanarese, Malayalam, Uriya and Hindustani; Rs. 2,000 will be given for Degrees of Honour in Tamil, Telugu, Kanarese and Hindustani. In Bombay, Rs. 1,000 will be given for Proficiency in Marathi, Gujarati, Kanarese and Sindhi; for Degrees of Honour Rs. 2,000 will be given for Marathi, Gujarati and Canarese. In Bengal, Rs. 1,000 will be given for High Proficiency in Hindi, Bengali, Uriya; and for Degrees of Honour in Hindi and Bengali Rs. 2,000. In the United Provinces, Rs. 1,000 is allowed for High Proficiency in Urdu and Hindi; and Rs. 2,000 for the Degree of Honour. In the Punjab, Rs. 1,000 will be given for High Proficiency in Urdu, and Rs. 2,000 is allowed for the Degree of Honour. In Burma, Rs. 2,000 for High Proficiency in Burmese and Pali, and 4,000 for the Degree of Honour in Burmese, and Rs. 5,000 for the same in Pali. In Bengal and Assam, Rs. 1,000 is allowed for High Proficiency in Hindustani, Bengali or Assamese, and Rs. 2,000 for Degrees of Honour in Hindustani and Bengali. In the Central Provinces, Rs. 1,000 is allowed for High Proficiency in Hindi, Marathi and Uriya, and Rs. 2,000 for the Degrees of Honour in Hindi and Marathi. These rewards are subject to various conditions, which include the following:—A Professor of any language cannot obtain a reward in that language, and no officer will be allowed to receive rewards for passing by a given standard in more than two vernacular and two classical languages.

AFGHANISTAN.

The following is a literal translation of a remarkable speech on Education in Afghanistan recently delivered by the Amir in full Durbar. It has just been received in the original in His Highness's own hand-writing by the Principal of the Islamia College, Lahore:—In the name of the Most Gracious Lord try to seek knowledge, for in the world he alone has worth who possesses it. Education has so many uses, religious as well as secular; that if a man were to live a thousand years and during that age he were to do nothing but to eulogise it, even one thousandth part of its virtues would not be told. A great teacher (Sadi) goes so far as to say that, without knowledge, we cannot know even God.

To turn to the real subject of our address, The "Habeebiya School" was opened nearly three years ago, but now I observe its work is retrogressing. The fault, however, is not of the teachers. It is the Government officials that are especially to blame. If education be the qualification for service, as it is all over the world, then, indeed, out of ten Afghan officials under the present circumstances even two are not fit for any service in the State. They think, "We have gained the highest honour, and we are well-nigh at the end of our lives. As education is the only path to service in the State, the educated sons of peasants will gain distinction and our children will become obscure." Such men are our officials, not caring for education and, keeping in view for their children their inherited honour alone, they wish the work of the School to come to naught. With regard to their attitude, we say the ignorant sons of the Vizier went a-begging before the rustics. The wise (educated) children of the rustics became Viziers of the King, and, as to their sons, we cite that those who take pride merely in their ancestors are like dogs pleasing themselves with bones. The superiority of one man over another is through knowledge and good-breeding, and not through wealth and high lineage. However, when truth is revealed, falsehood is exposed. Therefore, we strongly desire the progress of the School by God's help, and we will, please God, personally give it our fullest attention. Addressing the present staff of the School, we say, "Give us a complete account of the defects of the School as it has gone on till now, and of your future plans as to its progress, that we may remove its shortcomings and improve it, and, God willing, the "Habeebiya School" will rise to a very high level of efficiency."

A MEETING of those interested in Esperanto, the international auxiliary language, was held at the rooms of the Asiatic Society of Bengal, Calcutta, when it was decided to form a Society to be called "The Esperanto Society of India." It was also decided to appoint a Committee to draw up the Rules of the Society, and that these Rules shall be laid before the next meeting of the Society. The following gentlemen were appointed for the purpose:—Mr. J. C. Branson, I. C. S., President, Colonel D. C. Phillott, I. A., Vice-President, Mr. G. T. W. Oliver, Honorary Secretary, Mr. A. T. Simper, Honorary Librarian, Messrs. Vredenberg, Simpson and Pilgrim, members.

Messrs. C. S. Middlemiss and G. E. Pilgrim were appointed as Delegates to represent the Society at the Geneva Esperantist Congress which will take place in August—September of this year. Letters were read from many who had expressed a wish to join the Society from all parts of India, including many Native States and also from Ceylon. A start having now been made in the organisation, it is expected that great progress will be observed in India the more the subject is considered.

A GOVERNMENT Order has amended the provision for shelter for orphans of British soldiers as follows:—Children of a School-going age will be sent to an orphanage, or boarding school, of suitable denomination, which receives poor European children; or to one of the Lawrence Military Asylums. A capitation fee, not exceeding Rs. 15 a month, will be granted for each child admitted to an institution other than the Lawrence Military Asylums.

So far as can be judged by the names included in the list of candidates who have passed the Trinity Examination for the English Bar, the results as affecting Indians are as follows:—Roman Law: of 92 candidates 59 passed, of whom 12 were apparently Hindus and 2 Mahomedans. Constitutional Law and Legal History: 118 candidates, of whom 89 were successful, comprising 8 Hindus, 1 Parsi and 2 Mahomedans. Evidence, Procedure and Criminal Law: 86 candidates, 75 successful, of whom 10 were Hindus, 1 Parsi, 1 Buddhist and 2 Mahomedans. Final: 112 examined, 80 passed, of whom 6 were Hindus, 3 Mussalmans, 3 Buddhists, and 2 Parsis.

Foreign Notes.

GREAT BRITAIN AND IRELAND.

THE appeal of the Welsh University Colleges for an increased Treasury grant has been drawn up. It is based on the fact that local contributions have been proportionately greater than in English colleges; that eight Welsh students graduate to every three from three English colleges getting a grant practically equivalent to that given to Wales; that the average professorial salary in Wales is nearly £200 a year less than in England; and that Welsh Education rates are higher than English. The document concludes with the statement that for full efficiency in the Faculties of Arts and Science alone the Welsh colleges need a grant of more than double the present amount.

THE first lady scholar of Trinity College, Dublin, has been elected. She is Miss Olive Purser, winner of the second classical scholarship at the recent examination. It is announced that she will enjoy all the privileges of the scholarship, except that of being "on the foundation" of Trinity College, Dublin.

MR. JOHN MORLEY, as a Cheltenham schoolboy, wrote what he intended should be a prize poem. The wished-for result was not achieved, the Indian Secretary told an audience the other day, but the failure had its compensations of a kind. "I am glad you have composed this poem," said the headmaster, "because it shows all the elements of a sound prose style."

THE Provincial Universities are growing. There were 275 candidates at the June Matriculation examination at Birmingham, an increase on last

year's entry. Some seven hundred aspirants for membership of the Welsh University were under ordeal last week. The Northern Universities' Joint Matriculation Board—a designation which covers Manchester, Liverpool, Leeds and Sheffield—handle nearly a thousand applicants for Matriculation each year.

THE New Chancellor of the Royal University of Ireland is Lord Castletown, a descendant of the "Kings of Ossory." He served in the Life Guards when young and commanded a Militia battalion in the late war, so may be able to preserve discipline even at degree day ceremonies of the R.U.I. It will be remembered that Lord Meath, the late Chancellor of the University, resigned office, owing to the rowdiness displayed at the degree function last year.

"B. ARCH." signifies Bachelor of Architecture—a new degree emanating from Liverpool University. The course is a five years' one after Matriculation, the last two years being spent in some form of practical work, and the final examination involving the production of specifications and measured drawings. The Senate of London University has now under consideration the institution of an architectural degree.

FROM pitman to professor in eight years has been the striking progress of Mr. J. T. Evans, M.A., recently appointed to fill the Chair of Hebrew at Bangor Baptist College. Mr. Evans, who is 28 years of age, was working as a miner in 1898; in 1900 he matriculated at the Welsh University, graduating with honours in Hebrew in 1903, and afterwards studying Semitic languages for two years in Bangor and Leipzig.

CELTIC has been recognised as an M.A. subject at Glasgow. The first lecturer appointed in the subject is the Rev. G. H. Henderson, of Edinburgh, Oxford, Berlin, Vienna, and Leipzig Universities.

BRISTOL University (that is to be) has received a promise of £10,000 from Mr. H. O. Wills, a member of the well-known tobacco firm. Forty thousand pounds have now been given to the endowment fund by five donors.

A MONTH'S holiday for £10, including a first-class passage to the West Indies and back and a week's stay at a hotel in Jamaica, sounds tempting. The chance of getting it is offered to Oxford and Cambridge under-graduates by Sir A. L. Jones, who believes that it is a good thing for young Englishmen to travel and see the colonies.

"DISASTROUS effects on education" are predicted by the Principal of the Maria Grey Training College as the result of the abolition of the Teachers' Register. Injustice will be done to many of the 10,500 teachers who have exerted themselves to qualify for

registration, the work of training will be thrown back into almost a worse condition than that of ten years ago, and above all the status of teachers will receive a crushing blow. "The hope cherished five years ago of the establishment of an independent and honoured profession will have vanished,"—to quote Miss Woods again.

"DISMAY and regret" at the disappearance of the Register have also been expressed by the Headmistresses' Association in a resolution sent to Mr. Birrell. At the same time the Headmistresses state their opinion that the regulations of the Board of Education with regard to grants to Secondary Schools will not improve the teaching in those schools and will prove deleterious to education as being destructive to that sense of freedom in which originality and initiative thrive.

AN English Language Association is to be formed as the result of a meeting held at London University recently. The Association will work on the lines of the Classical and Modern Language Associations by promoting improved methods of teaching and encouraging a high standard of scholarship in English. Professors Wright, Skeat, Hales, Gollancz, and Stopford Brooke were among the conveners of the meeting.

AUSTRALIA.

THE Jubilee of Melbourne University was recently celebrated. A feature of the rejoicings was a torch-light procession of undergraduates attired to represent students of all the known universities of the world from the earliest times. Socrates, Aristotle, and Pythagoras appeared for Athens, and Hypatia was the delegate of the University of Alexandria.

THE UNITED STATES.

HERE are some of the late comments of the press on simplified spelling:

The *Boston Morning Globe* says: "This movement is all right if kept within proper bounds, but Mr. Carnegie should have remembered that the most learned associations have been trying unsuccessfully to improve English orthography for scores of years. They forgot, however, to take the proof-readers of the English-speaking nations into their confidence. The proof-reader—the man who like the judge upon the bench has the last say—is omnipotent in this matter. If Mr. Carnegie desires his plan to succeed he should see the proof-readers immediately."

The *Newburyport News* says: "Iron-master Carnegie has done at least one favor to the public by his proposition to reconstruct our vocabulary—he has opened the flood-gates of that saving humour which carries us safely and without too much friction over the rough places of debate." The facetious *New York World* affects to see in Mr. Carnegie's pronouncement an opening wedge for the multi-millionaires to absorb our language. It says: "A worthy iron-master clears up some \$300,000,000 in gilt-edged

bonds from his manufacturing business and sets out to abolish a certain number of superfluous consonants. What is there to prevent Mr. Rockefeller, who owns nobody knows how many millions of dollars, from undertaking to rehabilitate the split infinitive? Any day another Croesus may turn up in Pittsburg or Chicago with a project to establish the use of plural subjects with singular verbs. At the rate wealth is being accumulated to-day in the United States there will soon be right here in New York scores of rich patrons who could buy up all the dictionaries and spelling books and rhetorics in the country, with no more ado than they would pay their wine bills."

The Philadelphia Board of Education in considering a proposition to go into the candy and ice-cream business. The Board of Health declares that the impure stuff being sold to pupils by street vendors is imperilling the lives of the children.

The vendors have been warned and threatened, but it would take an armed guard to keep them away from the school buildings, for the trade is highly remunerative.

It is probable that principals and teachers will be granted permission to put up stalls and supply pure ice-cream, pretzels, and other things to eat. By so doing it is hoped to drive the vendors away and so protect the health of the children. Several principals, recognizing the dangers to children of the street vendor's articles, have been selling pretzels to their pupils for some time, and the experiment has been a success.

In order to avert curvature of the spine, which

the constant use of one side of the body has been found to induce, the New York Board of Education has issued orders that teachers shall require pupils to carry their books under their right arms on even dated days, and under their left arms on odd dated days. It is believed that this alternate use of right and left arms in carrying their school books will aid in developing equally both sides of the body.

A CHAIR of Lumbering is to be founded in the Forest School of Yale University. The Professor of this newest academical subject will draw the income from a comfortable endowment of £30,000.

GENERAL NOTES.

MODERN telescopes reveal to the astronomer about 30,000,000 stars and 120,000 nebulae.

It is probable that there are at least as many dark bodies in the stellar system as there are visible stars.

A GIANT frog obtained in the South Cameroons measured 10 inches in length, which exceeds all previous records.

AUSTRALIA has been for many years past subject to a plague of rabbits. Rabbits are not indigenous to Australia: they were introduced into the country just after it was opened up, and since then have multiplied exceedingly. It is now proposed to exterminate them by introducing an infectious disease, the exact nature of which has not yet been announced.

STRICTURE AND KIDNEY DISEASE.

How Beer affected the Kidneys.

Cured 2 Years Ago—Still Well To-day.

54, Brighton Place, Hampton Square,
Sheen Lane, Mortlake,

London, England.

For nearly 19 years I suffered from stricture and kidney disease, and many a time have I laid on the bedroom floor writhing in agony. Twice I have been in hospital and undergone operations for the stricture. Never as long as I live, shall I forget what I went through then. The doctors, said I could not live another three months, yet I can truly say that, although two years have passed since then, I was never better in my life than I am to-day.

My illness came on in this way: One day at my work I strained my back, and afterwards I suffered from severe cutting pains, just over where the kidneys are, especially when I stooped. I could not sleep well at nights, and there were distressing urinary disorders. I was miserable and out of sorts and although the doctor did all he could for me, I got worse instead of better. If I had a glass of beer it irritated my kidneys so much that I had to keep to my bed for a week, but since using Doan's Backache Kidney Pills I can enjoy my glass without feeling a bit the worse for it.

It wasn't until I had finished the fourth box of Doan's Pills that they seemed to be doing me any good, but I persisted with the medicine, and with the fifth box there was a decidedly freer action of the bladder. No other medicine had ever helped me at all, and you can imagine how delighted I was at this relief. For six months I continued with Doan's Backache Kidney Pills, and then I was entirely cured of the stricture and kidney disease. From that day to this there hasn't been any sign of the old complaints returning.

My suffering and my cure are well-known to hundreds of men I have worked within London, and I am sure, that had I not used Doan's Backache Kidney Pills when I did, I should never have lived.

Doan's Backache Kidney Pills are Rs 2 a box or six boxes for Rs. 10. Of all Chemists and Druggists, or direct from the Proprietors, the Foster-McClellan Co., 8, Well Street, Oxford Street, London, England. Post free on receipt of price.

(Signed) GEO. PRIEST.

The Educational Review.

The District Conference held at Vellore brought the inevitable reference to Compulsory Primary Education. By means of these large meetings and the press the educated section of the public is being familiarized with the idea. This is one step in advance, at any rate. Then the subject will be discussed with all the *pro's* and *con's*. This will be a second advantage. What is wanted just now is a free and frank discussion of the question in all its bearings. It would be folly to shut our eyes to the difficulties in the way.

The Advocates of Compulsory Education cannot expect to be allowed Questions to be answered by its indulgence in mere platitudes as to the desirability of Compulsory Elementary Education. They must be prepared to answer certain definite questions. Among these would be: (1) Do you mean to include girls as well as boys, caste and non-caste children, in your plans? The British public, we are convinced, would not lift a little finger to promote the compulsory primary education of boys only, or of caste boys only. (2) Do you really think that public opinion is ripe on the question of compulsion? Will the masses approve of coercive measures? (3) Do you mean that compulsory education should be free? In the opinion of many what is made compulsory is necessarily given gratuitously. Others are of a different opinion. Under present circumstances can Government be expected to bear the whole cost? Why should a rich man whose boys and girls are at present receiving no instruction, not pay for the education which the State is now being called

on by some to make compulsory? (4) Who is to undertake the task of managing the new schools that will have to be called into existence? Are these schools to be entirely Government or Municipal Schools, or will Aided Agencies, many of them foreign and frankly Missionary in character, be allowed their share? This is a thorny question. Much depends upon it, and therefore it is best to face the difficulty at the very outset. (5) Do you want primary education, of the kind that is now given in Primary Schools, to be made compulsory, or do you want something on different lines? If so, what is it, and up to what standard is compulsion to be applied?

Those who advocate Compulsory Primary Education may fairly be expected to answer these questions. Unless a serious attempt is made to face difficulties, proposing compulsion is but idle talk.

In our notes last month we commented on the attitude taken up by the Madras Government in the Budget Debate in our Legislative Council. How different from that taken up by the Government of Bombay! The following is the text of the Government Resolution regarding the Corporation's motion for Free and Compulsory Education in Bombay:—

2. "I am to say that the subject is one to which the Governor-in-Council has given his most careful attention. The desire manifested by the Corporation, as implied in the terms of their Resolution, to bring the benefits of Primary Education within the reach of all classes of the population has the entire concurrence of His Excellency, and I am to say that the Corporation may count on receiving from Government every assistance in the inauguration and execution of any measures

which may be expected to produce results tending in a practical manner to further the extension of education among the mass of the people in Bombay. His Excellency the Governor-in-Council, while himself very doubtful—having regard to the many and obvious difficulties which present themselves—whether it be practicable to introduce in Bombay in the near future anything resembling universal compulsory education, directs me to express his cordial appreciation of the interest evinced by the Corporation in the subject, and to say that Government are prepared to accede to their request for a Joint Committee to investigate it.

3. To the Governor-in-Council it appears desirable that the enquiries of this Committee should not be limited to the practicability of introducing Free and Compulsory Education, but should embrace any measures of reform whereby they conceive that Primary Education would be materially extended."

The above Resolution is the resolution of a strong Government. A weak Government would have adopted a *non possumus* attitude. We deeply regret that the Government of Madras should have allowed Bombay to enjoy the credit of being the first to consider the question in a sympathetic spirit. The Bombay Government does not commit itself to anything, but the tone of its Resolution is in every way admirable.

For the above Resolution we referred to a back number of *Indian Education* and we find that that magazine takes the same line that we have taken in our first note. It says, "A very large body of opinion does not favour education, and would certainly not welcome compulsion. Of course, it may be

said, there were unenlightened parents in England in 1870, but it is certain they were a small part of the community compared with what they would be in Bombay. Are people prepared to face the disturbance to sentiment which compulsion would bring about; or to support the army of Inspectors which it would take to enforce it? If not they may leave compulsory education for the next generation to achieve; and their interest in improving Primary Education in Bombay may take the shape, far more promising to our mind, of paying teachers a living wage (which many are not paid at present) and training as many of them as possible." Thus in Bombay, too, very pertinent questions are being asked of the promoters of Compulsory Education.

The obvious steps to be taken are these: the holding of meetings here and there in Madras City for the purpose of explaining in the vernacular what Compulsory Education means. It may take months or years to accustom any appreciable number to the idea. Let the vernacular press be used for the same purpose. Get a responsible body, such as the Madras Corporation, to take up the subject as the Bombay Corporation has done. When this much has been accomplished we need not despair of finding the Madras Government adopt a tone of appreciation and sympathy. Then a request can be made for a joint enquiry. Anything but spadework of this kind is useless. We in Madras have a reputation for practical sagacity. Let us justify it by the way we handle this great question.

We very heartily congratulate the Mahomedan community on the signal success of the recent Educational Conference at Vellore. A few

years back some were inclined to despair of that community; some hoped against hope, and their optimism now bids fair to be justified. Rome was not built in a day, and a second Aligarh cannot arrive in our midst just yet, but our Mahomedan brethren have only to work on, to work together and take 'self-help' as their motto, to achieve really great things. Moslem youths are generally admitted to have considerable capacity. That they have hitherto been educated on lines that have often left their best powers dormant is not their fault. It is for the leaders of the community to give an education that shall call forth every faculty. We congratulate the community on the appearance of a new paper, or rather an old paper in a new garb, *The Muslim Patriot*. We hope that it will earnestly devote itself to the propagating of an intense zeal for the education of Moslem youth.

Mr. M. O. Parthasarathy Aiyengar has signalled his elevation to a District Judgeship by the most generous gift of ten thousand rupees to the Hindu Girls' School, Triplicane. We need not say that his example is well worth following. If every one on receiving promotion made a substantial donation to a deserving cause, many deserving Institutions would exchange poverty for exceeding prosperity. It is always a thankless task to look a gift horse in the mouth, but in the present condition of female education in Southern India, the making it a condition that Sanskrit should be taught in the Triplicane School is to be deprecated. The condition is of course a testimony of Mr. Parthasarathy Aiyengar's devotion to that noble language, a devotion which is in marked contrast to the attitude taken up by many gentlemen in the debates in the Senate on the retention of the second language course. But here the question is

not so much whether Sanskrit study is beneficial to little Hindu girls, as whether a Girls' School without Sanskrit is better than none at all. The Triplicane School has not hitherto had a very assured existence. More than once it has been in imminent danger of being closed. Therefore we say that so munificent a gift should rather aim at establishing a school firmly, Sanskrit or no Sanskrit, than at compelling a course of study which may not after all be suitable for girls of a tender age, such as are the majority of those attending the School in Triplicane.

Some years ago it was arranged that certain Ceylon and London University Examinations should be taken in Ceylon and India. Certain circumstances have caused us to enquire about the London Matriculation. This examination is not held in this Presidency, nor are we aware that it is held elsewhere in India. It is held in Ceylon, but a condition is made by the Ceylon Educational Department that all candidates must have attended a recognized Ceylon School for six months. 'Internal Students' of London University are very properly required to fulfil similar conditions, but as regards 'External Students,' London has never itself imposed such conditions and it is difficult to believe that it is aware of the conditions laid down by Ceylon. It is not easy to see what justification Ceylon has for so doing, and the Madras Government ought to arrange if possible for the London Matriculation and Degree Examinations being held in Madras, if Ceylon cannot be induced to abandon a position which smacks of trades unionism.

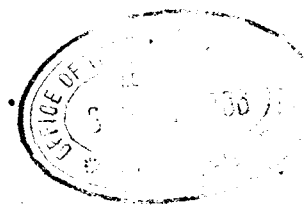
In quoting the following our intention is not to give free advertisements. We have every confidence that no Madras

Graduate will apply for such miserably paid-posts. Our object is rather to show, first, in what a miserably unorganized condition the teaching profession must be in to make such advertisements possible; secondly, how usefully the energy of which Bengal seems just now to have a superabundance might be devoted to bettering the teacher's lot; thirdly, in what low estimation even Indian Managers hold a Calcutta or Allahabad degree. 'Wanted immediately an experienced Headmaster agreeing to stick for at least two years for the Kishangunge H. E. School on a salary of Rs. 50 to Rs. 78 according to qualifications.' 'Wanted at once an experienced Senior Master for the Church Mission High School, Lucknow, salary for Graduate, Rs. 30 to begin with.' 'Wanted an experienced (B Course) Graduate, strong in Mathematics, for the Assistant Headmastership of the Jaipur H. E. School on Rs. 50 a month. None need apply who will not stick for two years.' 'Wanted a (B Course) Graduate on Rs. 50 as Second Master of the Ranigunge H. E. School. Honours in Mathematics or Science will be preferred.' 'Wanted a Graduate strong in Mathematics as Second Master of Bhadrak H. E. School on a salary of Rs. 40. None need apply who will not stick to the post for at least two years.' It will be observed that many of these advertisements are on the lines of that penned by the immortal Mr. Squeers. He too, after offering a miserably inadequate sum, wrote 'N.B. a Graduate will be preferred,' though even he shrank from saying 'strong in Mathematics.'

We deeply regret that a village school-master should have given such evidence in the Kodur Collision Case as to draw down upon himself severe strictures from the Bench. If as the Magistrate asserted, he

had grossly perjured himself, no words can be too strong to apply to one whose calling imperatively demands truthfulness and integrity. Without desiring in any way to palliate the offence we will ask only one question, *Who was the tempter?*

Usually things are the other way about. The simplicity of Many who take up the teachers. teaching profession do so from a love of study and a feeling of inability to face the rough and tumble of the busy world. Certainly continual association with children breeds a kind of simplicity in the teacher of which Dickens has given us two great examples in the Village Schoolmaster in *The Old Curiosity Shop* and in Dr. Strong, in *David Copperfield*. Schoolmasters are often in fact the victims of roguery. We therefore take this opportunity of warning teachers against the blandishments of Tanqueray, who is scattering his circulars broadcast over India. It is no doubt perfectly true, as is asserted by several correspondents in the local press, that he can behave handsomely enough. He is too astute to spoil a fresh field by playing the rogue at the outset. But it is equally true that thousands of complaints have been made at home, and that he is sporting a forged testimonial from *Truth*. The correspondence in the local press, by the way, is a curious commentary on the easy-going morality of certain people, anonymous writers of letters to the papers, who shut their eyes to the numerous complaints and forged testimonial and declared that because he had not cheated *them*, they would try Tanqueray again. Such an attitude shows so little brotherly feeling that we can only hope they may this time burn their fingers. It is clear that one cannot be too careful about specious offers of cheap watches, porridge and the like.



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THE MADRAS MUSEUM.

NO. II.

THE FISH ROOM.

BY A EUROPEAN VISITOR.

AFTER leaving the Natural History Section, I found a narrow, winding staircase leading to the Fish Room; here at the door is a large glass case filled with fine specimens of white coral (*Corallaria*). The tree coral is shewn here about which sailors have so many yarns to tell, and which rises actually to 6 or 8 feet in height. No specimens of the red coral found in the Mediterranean are exhibited, although the people of India import it in large quantities for ornament. White, dome-shaped coral, corals resembling leaves, ferns and mosses are in the case, and one's thoughts are carried to the coral gardens of the tropics where bright coloured fishes swim safely among the gay-hued corals. The ordinary simple coral-animal is, as everyone knows, a sea-anemone in which a more or less complicated skeleton has been developed. The tiny architects of the ocean who build atolls, reefs and islands require an article to themselves. All that can be said of them here is that they have the power of secreting hard structures of the nature of a skeleton, and a compound coral is a dead colony—a colony

that once lived, worked, propagated and died, and has left behind it a communal monument.

Passing into the Fish Room the first thing I noticed was a shark suspended from the ceiling. It was found in 1889 near the Ice House, on Beach Road. It belongs to the family *Rhinodontidae*. Its snout is broad, flat and short, and it is not dangerous so far as humans are concerned. The shark family is well represented in the Fish Room, and the Museum authorities deserve credit for this, as there are more varieties of the shark family than of any other fish family living, with the possible exceptions of the mackerel. The shark is not as bad as it is painted. It has good points, although its name has been taken to designate the robber of the widow and the orphan and the man who preys on weakness and ignorance. It must and does follow its fishy instincts, and if a sailor falls into the sea and is stunned by impact with the water, the shark is ready to swallow him. But it is a timid creature and always swims away from a strong and noisy swimmer. It is one of the very few fishes that possesses parental instincts. The mother shark feeds her young ones until they swim away from her, and in times of danger she opens her mouth wide and lets her little ones swim into it and find safety inside her body. She places her ova, or eggs, in a leather case to which twisted

strings are attached, and she takes this case into deep waters and attaches it securely by means of the strings to seaweed. (One of the uses of seaweed is to form a nursery for the ova of fishes). The mother shark either remains in deep waters until her eggs are hatched, or returns to the surface and visits the egg-case until such time as nature provides for the opening of the leathery envelope. Then out come the little sharks and with them she proudly returns to shallow waters. Sharks are monogamous creatures, but they are always hungry, and they hunt alone. After a time the father shark grows overpoweringly hungry, and goes off by himself to find food. The mother shark hunts by herself until her little ones swim away from her. Then she looks out for another husband. The shark is the scavenger of the deep seas and it will eat everything, even a bag of cinders if the sailors throw it overboard. Strange to say it has no bones, only cartilage. This is true of all sharks, from the smallest to the largest. It has enormous rows of teeth, sometimes as many as forty or fifty, and these teeth are sharper than any surgical instrument. The hammer-headed shark and several other varieties are shewn in glass cases, also the sucking fish, which is a sort of shark. Being a bad swimmer, the sucking fish attaches itself to a ship or a strong fish, and it is thus carried through the water. Sometimes a whole family of these fishes will be found fastened to the mouth of a whale, both inside and out, and they share the whale's food while they are carried along.

The sword fish, which belongs to the shark family, is illustrated by a remarkably fine specimen. This fish is a gourmand, and disembowels fishes in order to devour their entrails. The skate, which is a branch of the shark

family, is shewn by a variety of stuffed specimens. Flat, fat and hideous is the skate, with a head of no particular shape and small eyes. Its long flexible tail is said to be used as a rod by the south sea trader when he corrects his wives.

No fish is so much disliked by sailors as the shark, and of no fish are sailors fonder than the little flying fish, which has often saved the lives of shipwrecked sailors, rising in shoals when all hope of food had been abandoned. Its spawning places are among floating seaweed, and its ova are said to look like bunches of white currants; colour, size and transparency all giving this effect as the seaweed moves with the water. In order to fly, it is provided with a very much enlarged swim bladder, which when inflated fills the whole cavity of the stomach. In its mouth is yet another bladder, which is filled with air through the gills, and both these inflations are performed automatically at the moment of rising from the water. The bladders are kept full of air while it is on the wing, but the moment it touches the water, they are deflated, letting the fish dive as rapidly as it likes. These bladders take the place of the air-cells in the bones of birds and make the fish really a bird while on the wing. The flying fish can go a mile without touching the water, and charge the direction of its flight if necessary. It can rise 20 feet high in the air, and nothing is prettier than to see a shoal of these fishes rise from the water, spread their wings with a flash and pass along like a shower of silver. On a sailing vessel many of these pretty creatures are picked up every morning, and it has been noticed that their wings fold neatly into the sides of the body and that there, at the thickest part, grooves are provided to receive them.

The small collection of sea shells in the Fish Room shows that the shells of Southern India are chiefly remarkable for their strange markings. Colour and shape are familiar, but the shells are marked by strange hieroglyphics, as if some sea language had been written on them. It is safe to say that the shells of no country bear such curious lines and figures as the shells that may be picked up any day on the Madras beach, and children might with advantage be encouraged to look for shells there and compare them with the small collection in the Madras Museum.

It is, of course, impossible to describe in this article all the interesting things that may be seen in the Fish Room. For instance pearl oyster shells to which corals and sponges have attached themselves, the dainty little nautilus, the peacock-fish, the sea-horse, and many more treasures of the deep. The salt water and fresh water fishes of Southern India are carefully arranged, and students are assisted by skeletons and models of fishes to which labels have been attached, explaining the anatomy of the specimens. The small collection affords an accurate idea of the birds and fishes of Southern India, and teachers could give a series of useful demonstrations if they took their classes to this part of the Museum after some preliminary study.

BOTANICAL ROOM.

Nowhere is the want of a guide felt more than in this room. In each department of the Museum an English guide-book is badly needed, also a guide-book in the vernacular. Books and reports are issued by the Museum authorities, but simple guides to the different sections, books that are found as a matter of course in all other Museums, are totally lacking in the Madras Museum. It goes without

saying that much more interest would be taken in the Museum by visitors if guide-books were sold in the vestibule. As there is no book on the flowers of Southern India in the Museum Reading-Room, such a guide-book is particularly wanted in the Botanical Section. This section is the least satisfactory of all the departments. The specimens—few in number—are faded and all of a dingy brown colour. A sandalwood tree with spreading branches attracts attention, and the creeping stalk of the bamboo is interesting. Fossil plants and ferns in sandstone are arranged in a glass case, and the latter are remarkable for their rich colouring. Among the fungi and lichens are some cup-shaped violet fungi that resemble flowers, and these have retained their colour. Winged seeds and winged fruits are among the most interesting things shewn, also seeds covered with white woolly hairs. The metamorphosis of leaves into flowers is explained, and the morphology of flowers is demonstrated by a small series of exhibits.

ARCHÆOLOGICAL SECTION.

Students will probably think this section the most interesting part of the Museum. There is no guide-book to explain the thing shewn, but in the Reading Room it is possible to find books that give a full description of most of them, as for instance the edicts of Asoka, which surely must make a lesson of the highest importance for all boys and girls. This illustrious monarch, who lived about 200 B.C., is yearly becoming better known all over the world, and India may indeed be proud to rank him with Marcus Aurelius and Alfred the Great. Copies of facsimiles are shewn on the walls of the Archæological Section, and an English translation, which cannot be given in full here, will be found in

Volume I of the Archæological Survey of Southern India. These rock-cut edicts at Jangada in the Ganjam district might with advantage be committed to memory by all visitors to the Madras Museum, for they breathe such a wide tolerance and so much true religion. For example, Edict Ten says:—

“King Piyadasi, beloved of the Gods, does not think that glory and fame bring much profit, except that he desires glory and fame with the view that at present and in the future the people may practise obedience to the sacred law. For this purpose he desires glory and fame. But all the efforts of King Piyadasi, beloved of the Gods, are made with reference to the results for a future life. How so? It is his wish that all may be free from danger. Now the danger is sin. But assuredly the thing is difficult to accomplish, whether for the low or for the great, except by the greatest exertion, and by renouncing everything. But this is most difficult for the great.”

Again:—

Edict Seven says:—“King Piyadasi, beloved of the Gods, desires that sectarians of all kinds may dwell everywhere. For they all seek after self-control and purity of mind. But men possess various desires and various likings. They will put in practice either the whole or a part of what they profess. But self-control and purity of mind are laudable in a lowly man, to whom even great liberality is impossible.”

The first thing one notices on entering the Archæological Section is the Buddhistic nature of the images and ruins. Large seated Buddhas in granite are there, and one asks oneself whether a nobler example could be placed before children by teachers than that of the Indian prince who gave up his palace,

wife and child and became a mendicant in order to search for Truth. Whether we agree or not with his teachings, children should know that he has had more followers than any other religious teacher, and to-day one-third of the civilized portion of the world calls itself Buddhist. Moonstones remind one that the birth, renunciation, enlightenment and entrance into Nirvana of Buddha are all said to have taken place at the season of the full moon, and moon-stones are found in large quantities among Buddhist ruins. The specimens shewn in the Archæological Section are very simple, having only as ornament the leaves of the lotus. The Brahmany bull, the hanza and other sacred emblems generally found on moon-stones are not shewn among the relics in the Madras Museum.

An excellent introduction to the Archæological Section will be found in “A Monograph on Stone Carving and Inlaying in Southern India with Thirty-one Plates by Alex. Rea, Superintendent of Archæological Survey and Hon. Asst., Government Museum, Madras.” This has just been published by the Government Press. It says that from the earliest historical times stone carving has held a high position throughout the Madras Presidency and almost every ancient village has at least one or more temples on which the skill of the sculptor and carver was lavished, in which chaste floral ornaments are combined with a wonderful skill in sculpture, showing a decided Grecian influence derived from the north. Numerous examples of the work remain in more or less perfect condition to the present day. Early stone carving reached a high degree of perfection in India under the Buddhists.

“To the Buddhists,” quotes Mr. Rea, “we owe the introduction, not only of stone architecture into India, but of that class of sculpture

ture that in parts partakes of and rivalled the life-like representations of the Greeks. Sculpture was employed to an enormous extent in the embellishment of the temples, the most perfect examples seem to have been literally covered with it from base to summit. With the expulsion of the Buddhists there passed away a mastery of the sculptor's art, which in India has never since been equalled. Sculptured groups represented the human figure true to nature, with none of the grotesque distorted forms so freely adopted in the later works of the Hindus.”

Mr. Rea says, “The excellent monuments of South India exemplify the excellence of the sculptors, and the encouragement given to the arts by its sovereigns. The work is chiefly seen in the temples and their accessory buildings; but also in palaces and tombs, though in the south these latter buildings are invariably of much less importance than the former. The workmen in former times were rewarded by lavish gifts of money and lands, as numerous inscriptions testify. This accounts for the excellence of the work produced. At the present time a general decadence of the stone carvers' art is discernible; economy is the leading feature, and in places removed from large towns there is no work to keep carvers regularly employed.

Stone carving is still pursued in a few centres. Some carvers have been largely employed of late years in the renovation of some of the larger temples. A fine example of all kinds of work is the new palace now being erected at Mysore.”

The student of the Archæology of Southern India is advised to obtain a copy of this Monograph, or to read the one in the Reading Room before making a study of the specimens of ancient carving in the Madras Museum. It deals with the castes who engaged in stone

carving, the classes of work executed, stones or other materials used, tools or implements employed, methods of working, polishing, inlaying, etc. After reading this latest production by Mr. Rea, larger works can be consulted, and a thorough study can be made of the interesting relics of ancient sculpture in the Archæological Section. The most important exhibits are the Amravati marbles, which date from about 550 A. D. These surrounded an ancient stupa, or mound, and they are not only valuable as artistic works but give, also, a good idea of the lives led by the people of Southern India in those ancient times.

SANSKRIT IN SECONDARY SCHOOLS.

THE gratitude of the Indian public is due to the Educational authorities for the liberal spirit in which the Syllabus of Studies for the Secondary Schools has been conceived and drawn up. I know little of the other Presidencies; but I am very proud to confess that both the University and the Department of Education have been showing the greatest respects for the Sacred Language of India. The patronage extended by these two authorities above has kept alive the flame of affection for this ancient language among the people of the land. The materialized Brahman of modern days can have but scant regard for Sanskrit as a language. Here and there we have, among highly educated people, some whose devotion to the classical language of India has suffered no diminution. With the majority, the case is regrettably otherwise.

The Madras Educational Rules provide for instruction being imparted in Sanskrit from the First Form. In a large number of schools, however, Sanskrit is begun in the Second Form. In the seventies of the last century,

the pre-Matriculation class was the lowest in which Sanskrit was taught. Two years' study was then enough to coach up a student for the Matriculation Examination. There was then less of grammar and more of literature. Is it because that Sanskrit does not lend itself to simplification so far as grammar is concerned that so many students are unable to write two sentences correctly in that language? It is a notorious fact that the English passage usually set for translation into Sanskrit in the University Examinations is seldom attempted by the candidates. Anybody that has the temerity to do it is more often wrong than right in the conjugation of the verbal forms. Many Pandits avoid the use of verbs in their conversation, afraid, one would think, of falling into some grammatical error. It is therefore no wonder that the students are more wary even than their masters in this respect.

The reason of such a state of things is not far to seek. The precocity of Indian youths is admitted. While very young, they are taught a foreign language, a dead language and mathematics, history, science and other subjects in the foreign language. The teacher of the foreign language uses the vernacular as the medium of instruction and the teacher of the dead language likewise has recourse to the vernacular to explain the text. It is thus seen that the vernacular plays a very prominent part in the instruction imparted in the Secondary Schools of this Presidency.

Now, the average age of a student of the Second Form is between eleven and twelve. The vocabulary of most of our students even in their own vernacular is very limited. The Standard Readers contain very simple matter and the style in which these books are written

does not admit of the introduction of unfamiliar words. As are the ideas of the books, so are the words suited to the age, capacity and knowledge of the learners. Seventy-five per cent. of the boys in the First Form of our schools cannot read with fluency a printed vernacular book, much less a manuscript. Yet though it has been so imperfectly learnt, the vernacular is abandoned in the Second Form and Sanskrit is taken up. The little that the boys learnt of their mother-tongue in the lower classes is completely forgotten and the manner in which they are taught Sanskrit is not likely to improve their knowledge of the vernacular. One has only to watch a Sanskrit Pandit when a class is being taught. The language in which he clothes his explanations sounds bombastic even in the ears of adults. The word for word translation that is the rule in teaching Sanskrit is taken down by the students in their note-books and regularly crammed. Sanskrit words with vernacular intonations are more in evidence in the translation than pure vernacular words. This state of things is due to the imperfect knowledge of the vernaculars possessed by many Sanskrit Pandits. Few Sanskrit Pandits have been able to draw the attention of their students to parallel passages in the vernacular languages. The sentiments contained in the Poetry taught to these youngsters are far beyond their comprehension and appreciation. The interpretation is too elaborate to suit the mental calibre of most students. Much labour on the part of the teachers of Sanskrit is practically thrown away.

Bhandarkar's books are in universal use both in Bombay and Madras. The learned author did not mean that his books should be taught by Pandits unacquainted with English.

The rules of grammar are crammed as also the conjugations of verbs. The portions dealing with translation into Sanskrit are left to take care of themselves. Though the English sentences are simple enough, the ignorance of the Pandits stands in the way of such exercises being gone through with any degree of regularity in the classes. Most graduates who brought up Sanskrit for the B. A. Degree manage to forget what little they learnt at school and college, and are incapable of helping the instructors in Sanskrit in the Translation lessons. As matters now stand, the prospects of a systematic course of instruction in Sanskrit seem by no means bright. The Sub-Assistant Inspector of Sanskrit Schools may possibly possess better information on all these points than one like myself, whose knowledge is confined to a very limited area. Everybody interested in the proper study of this noble language feels that the time has come for doing something to help the systematic study of it.

Macaulay's sneering observations on the science and literature of the East are no longer influencing the action of the Educational World. The opinions of Sir Henry Sumner Maine are likewise little thought of. Great oriental scholars in Europe and America no longer believe with Professor Dugald Stewart that the Sanskrit Language is a fabrication of the Brahmans of India in imitation of Greek and Latin. The spirit of research is now in full swing even among my countrymen whose tendency for long was to accept without question the views expressed in written books, old or new. The time is opportune for giving an impetus to the introduction of a satisfactory system of instruction in Sanskrit.

I now proceed to consider what I think to be the most suitable course to adopt.

What is the age at which an Indian student, be he Brahman or non-Brahman, should begin the study of Sanskrit? As I have said already, the average age at which it is begun in a large number of schools is between eleven and twelve. I do not possess any accurate information in regard to the age at which European children are taught the Greek and Latin languages in the Grammar Schools. I have known Native Christian students in some Catholic schools bringing up Latin as their Second Language. The memorising to which the students are forced by the necessities of the case is sad to contemplate. It seems to be unnecessary to subject the learners of Sanskrit to a similar painful trial. I am therefore for beginning the study of Sanskrit in the Fourth Form before reaching which the students should have acquired a much greater knowledge of their vernacular and its vocabulary than is generally found at present. With a larger vocabulary, there ought to be a substantial addition to the ideas of students. The mental torture experienced by students in giving the purport of a Sanskrit verse in Raghuvamsha is unspeakable. The teacher gives both the translation and the purport. Kalidasa's works may be enjoyed by adult students, but young boys without ideas to whom the beautiful sentiments are translated feel themselves in a strange world, and the labour of the teacher is lost.

In practice, we find more Poetry is taught than Prose. I may say very little of the latter is taught. This system must be knocked on the head. If no prose works are available they can be written. There are many scholars to whom this duty may be assigned and the Department of Education may pay the makers of such books a decent honorarium. A similar

course was adopted when the late Col. MacDonald ordered English and Vernacular Text-books to be prepared for the Madras Schools. An approach to this method has been made by Mr. N. Swaminatha Sastriar of the Wesleyan Mission High School, Triplicane, in his Sanskrit Readers. The fables of the Indian *Æsop* have been simplified and easy verses are also to be found here and there interspersed. Reading and not recitation should be taught to a beginner. In Sanskrit we have these many years been putting the cart before the horse. It is high time that a more scientific method of teaching languages should be introduced. In all books written for the young, archaisms should be avoided. Pedantry sometimes predominates in the teacher or maker of books and simplicity is sacrificed for mere display. Indigenous pandits are prone to this fault and education suffers not a little on this account. The fewer the grammatical quibbles and hair-splittings, the better for young learners. Boys should be taken along the royal road of modern Sanskrit and all difficult constructions should be religiously eschewed. Mine is not an idle dream if only those in whose hands the direction of studies lies will look closely into the matter and make a manly effort to rescue the language from the odium into which it has fallen.

Graduated Readers for the Upper three forms of Secondary Schools on the model here suggested [more prose than poetry to be the invariable rule] will certainly conduce to the popularity of the study of Sanskrit and instead of repelling, as it seems to do at present, large numbers of students, Sanskrit will attract a larger following and a satisfactory condition of affairs will be attained.

It is admitted by many authorities that reciprocal translation is the best means of

learning a language. The translation of Sanskrit into the vernacular or English is the lesson proper of every day. But translating a vernacular or English passage is an exercise that boys have to face only in the annual and public examinations. This is not as it should be. Few students read any Sanskrit or vernacular book besides the prescribed text-book. Their vocabulary is in consequence very scanty. Something may be done to train the students to correct expression by framing sentences in such a manner that verbs and nouns that have occurred in the text may be used. The Pandit has to keep a list of words brought up and frequent exercises in the use of these words must give facilities for translation. A beginning may be made in the lowest form, whatever that may be, and the same course continued in the higher classes, will remove the reproach of failure that now attaches to both the teachers and the taught. The time now devoted to Sanskrit is insufficient. Most schools have but four periods or hours in a week of five days. One more period or hour as the case may be is absolutely necessary. Three hours for reading, one for grammar and one for translation must be allotted. Where Pandits do not know English, the sentences or passages may be in the vernacular as well. Should a fair trial be given to the method suggested, it is believed that some improvement can be made in instruction in Sanskrit.

In addition to translation, the Pandits may be made to question the students on the subject-matter of a lesson in Sanskrit and compel answers to be given in the same language. This is what is done with very little boys bringing up English and a similar procedure in regard to Sanskrit must produce good results in the end.

K. VENKATA RAMA AYYAR.

AN OPEN LETTER TO MATRICULATION CANDIDATES.

MY DEAR KRISHNASAWMY,

LAST month I gave you some general hints with regard to examinations; this month I will go into more detail, and first I will take the English Grammar Paper. I gather from a friend who was one of the examiners, that many marks were lost for want of a little thought. For example, you were given a piece written in indirect speech, and were required to write it out as direct speech. There were several *he's* and *him's*, etc., but these referred only to two persons, the speaker and the person spoken to, and you ought to have found little difficulty in giving a correct version. You will recollect that the original ran thus: "He told his dear father that he trusted he would not be surprised, nor perhaps very much displeased to hear that he was on his way to Vellore to learn by his own personal investigation the state of a dear friend, and to afford him such assistance as might be in his power. He said that he did not presume to reflect on his father for concealing from him information of so much consequence to his peace of mind and happiness, but he hoped his having done so would be, if not an excuse, some mitigation of his offence in taking a step of consequence without consulting his pleasure. He asked him not to be in the least anxious on his account; he trusted that he would know how to conduct himself in any difficulty." That this question was not too difficult was clear from the fact that hundreds answered it correctly, but it is equally true that hundreds sent up such absurd answers as showed that they mechanically changed the pronouns without considering whether they were writing sense or nonsense. No one who thought could send up such stuff as this, 'I

trust I shall not be surprised nor perhaps very much displeased to hear that I am on my way to Vellore,' or again, 'and I do not presume to reflect on you for concealing from you information of so much consequence to your peace of mind and happiness.' Pray, would not a man be surprised to hear that he was on his way to Vellore, when he supposed himself to be at home? The very word 'trust,' which is used with reference to things outside ourselves, whereas 'know' is used about ourselves, might have suggested the right pronoun. Again, how can a man conceal knowledge from himself?

In a question of this kind there are two very common errors made: (1) needless substitutions, *discover* for *learn*, *astonished* for *surprised* and the like; (2) interpolations such as 'added,' 'further continued,' 'finally observed,' etc. Those who make such interpolations seem to be under the erroneous impression that every sentence must be introduced by a verb. I need not say that there is no foundation for this belief. In fact, even the introductory verb at the beginning is not essential. Inverted commas may be used, but are not absolutely required. The following is a model answer: 'Dear father, I trust you will not be surprised, nor perhaps very much displeased to hear that I am on my way to Vellore to learn by my own personal investigation the state of a dear friend and to afford him such relief as may be in my power. I do not presume to reflect on you for concealing from me information of so much consequence to my peace of mind and happiness, but I hope your having done so, will be, if not an excuse, some mitigation of my offence in taking a step of consequence without consulting your pleasure. I ask you not to be in the least anxious on my account. I trust that I shall know how to conduct myself

in any difficulty.' A faulty sequence of tenses spoiled many answers.

Take another kind of question, in which faulty sentences have to be corrected. If candidates get marks for correcting errors, it is only right that they should lose marks for imagining errors and endeavouring to correct what is in reality perfectly right. Thus a majority of those who make the required corrections, spoil their answers by unnecessary alterations.

You were asked to correct the following:—

- (a) He enjoys at the sight of his offsprings.
(b) No sooner the dog sees a stranger than he barks at him.

(c) The door opened again, and who should be led in than my old enemy? I had thought him thousands of miles away, and had as little counted on seeing him as of seeing the wandering Jew.

(d) Then I discovered that my best friends were not those who had been my companions in prosperity, and whom I had every right to think would stand by me through evil and good report—but the very people whom I had been accustomed to call *old fossils* and by a hundred other and similar terms of reproach.

The following are the correct answers:—

(a) He enjoys the sight of his offspring. *Enjoys* is a transitive verb, requiring an object. *Offspring* cannot be used in the plural. Like *deer*, *swine*, *sheep*, it denotes one individual or many individuals, that is, the word is singular or plural according to circumstances. Several candidates, I am told, substituted for offsprings *issues*, which is just as incorrect, seeing that it too, when used in this sense, has no plural.

(b) No sooner does the dog see a stranger than he barks at him.

The substitution of *it* for *he* is quite unnecessary.

(c) The door.....but my old enemy.....as on seeing the wandering Jew.

No other changes are required; 'was opened' is not required. Since 'than' requires a previous comparative, and since there is not one, we must replace it by *but* or *save*. At least one candidate thought he was doing wisely to write, 'I had seen him thousands of miles away,' but did not stop to consider if this was possible. The tenses *had thought*, *had counted*, are quite correct. 'Thought of him' is wrong, for there is a great difference between thinking a man thousands of miles away and thinking of him thousands of miles away. The insertion of *to be* (thought him to be) is quite unnecessary.

(d) 'Then.....and *who* I had every right.....to call old fossils and *abuse* (or similar word) by a hundred.....reproach.' There are only two errors in the original; these are indicated by italics above. *Who* is the subject of *would stand* and must be in the nominative. It is not the object of *think*, as in the given sentence, for there *I had every right to think* is parenthetical. The construction really is 'I had every right to think that *who* would etc.' In the given sentence we have 'and whom I had been accustomed to call old fossils and (call) by a hundred.....reproach.' This is obviously wrong: we do not call a man *by* a term of reproach. Nor, if we omit *by*, are we any better off, for, supplying the ellipses, we should have 'whom...fossils and whom I had been accustomed to call a hundred.....reproach.' We do not call a man a term of reproach.

Here again in such a question as this you must guard against substitution, 'found' for 'discovered' and so forth. *Indian students*

are much too fond of paraphrasing all their answers.

Now let us take analysis and parsing. Far too many students commit the glaring error of attributing *case* to clauses and verbs in the infinitive mood. One constantly comes across, 'Noun clause in the objective case to—,' and in Question II, *pledge*, verb in the infinitive mood, in the objective case after *let*.

Another very common mistake is for students to make clauses where none exist. Indian students seem quite unable to realize that a participle can be adjectival in its nature: they straightway convert it into a relative clause. An example of this kind occurs in the piece given for analysis, which ran thus:

Then the king in low deep tones
And simple words of great authority
Bound them by so strict vows to his own self,
That when they rose, knighted from kneeling,
Were pale as at the passing of a ghost,
Some flush'd, and others dazed, as one who wakes

Half blinded at the coming of a light.

The difficulty of this passage is in the elliptical clauses.

There are eight clauses at least.

- (1) Then.....self—Principal clause.
- (2) That some were pale—Adverbial clause of degree to *strict*.
- (3) When they rose, knighted from kneeling—Adverbial clause of time modifying (1) that some were pale, (2) that some were flushed, (3) that others were dazed.

Beware of making 'knighted from kneeling' a clause. It is an adverbial phrase modifying *rose*.

- (4) As they would be pale at the passing of a ghost.—Adverbial clause of manner to *were pale*.

(5) That some were flushed. Co-ordinate with (2).

(6) That others were dazed. Co-ordinate with (2) and (5).

(7) As one would be dazed.—Adverbial clause of manner to *were dazed*.

(8) Who wakes.....light—Adjectival clause to *one*.

In the above are italicized the ellipses which most candidates failed to fill up properly. Most gave 'that some flushed,' 'that others dazed,' 'as one would daze,' and very many used in addition a wrong tense, 'will daze.' I have already told you to beware of ascribing case to clauses. Beware also of saying, 'Principal clause, Noun clause.' A Principal clause cannot be a Noun clause, for then it would be the subject or object of a verb somewhere in the sentence. You must of course learn to divide the whole sentence into clauses properly. In 'that when they rose, knighted from kneeling,' *that* is of course wrong; it belongs to 'some were pale, etc.' There is by the way a possible ninth clause, obtained by dividing the first clause I have given above,

- (a) Then the king in low deep tones bound them.....self.
- (b) Then the king in simple words....authority bound them.....self.

Now let us take parsing.

'Twas sung of *old* in hut and hall,
How once a king in evil hour
Hung *musings* o'er his castle wall,
And, *lost* in idle dreams, *let* fall
Into the sea his ring of power.
Then, *let* him sorrow as he *might*,
And *pledge* his daughter and his throne
To who restored the jewel bright,
The broken spell would ne'er unite:
The grim old ocean held his *own*.

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The worst mistake made in the parsing was to take *lost* as a past tense. No doubt candidates saw that the king *lost* something, and jumped to the conclusion that this was the verb showing the action of the king. The punctuation, however, and other considerations show that *lost* is the past participle, referring to *king* and qualifying *let fall* adverbially. It gives the reason, or cause of his letting fall the ring, 'lost' being equivalent to 'because he was lost.' But don't replace by 'because he was lost,' and don't parse your substitution, for I have already told you that your habit of substituting is carried to excess. The first *let* is of course past tense, and the second is imperative. As is an adverb of degree qualifying the verb *sorrow* understood, after *might*. The meaning is 'let him sorrow (though he sorrowed) as much as he might sorrow' (as much as a man possibly could). *Might* is past tense of *may*. The verb *sorrow* is understood after it. *Pledge* is of course an infinitive depending on *let* understood. In the first line *old* is (1) an adjective qualifying some such word as *time* understood, or (2) adjective as noun = olden days, olden time. *How* is an adverb of manner not qualifying *once*, as many said, but *hung musing* and *let*. Here it is practically equivalent to a conjunction (= that) uniting the clauses, 'Twas sung...' and 'a king hung musing...' *Musing* is a participle qualifying *hung* adverbially, or it may be regarded as the complement of the verb *hung*, here a verb of incomplete predication. In this sense it qualifies *king* through the verb *hung*, but it is wrong merely to say that it qualifies *king*.

Questions on idiom are usually the worst done, a fact which shows that general reading is not what it ought to be. For

instance in III (2) you were asked to use the right part of *take* with correct preposition or adverb instead of the italicized verb in:—

This *lessened* the success of the scheme, He *adopted* the cause of the oppressed, I *liked* him at once, I *thought* him a fool, He is quite *absorbed* in his new pursuits. Answer:—This *took from* the success of the scheme, He *took up* the cause of the oppressed, I *took to* him at once, I *took* him for a fool, He is quite *taken up with* his new pursuits.

Then you were asked to substitute an adverb for each adverbial phrase or clause in— He replied without hesitation, He persecuted them without remorse, He promised to do so after making certain conditions, He winked as if he knew all about it. Answer:—He replied *unhesitatingly*, He persecuted them *remorselessly*, He promised to do so *conditionally*, He winked *knowingly*. Avoid such answers as 'He replied calmly.' The question is obviously one on the formation of words by prefixes and suffixes. You are not expressly told to use some word derived from *hesitate*, *remorse*, *condition*, *know*, but you should have found this out for yourself. 'Calmly' is by no means equivalent to 'unhesitatingly.' Here candidates persist in indulging their mania for substitution. In many cases it is not ignorance of English, but ignorance of the proper way of answering a paper, ignorance of what to avoid, that leads to failure.

In VIII you had to make certain changes in sentences.

(a) The supposition was not altogether improbable. (Omit the negative and begin 'There was')

(b) It was not until night set in that he returned. (Rewrite as a simple sentence.)

(c) To add to the inconvenience of the journey the rain began to fall pretty heavily.

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(Change 'fall' into a noun, and 'inconvenience' into an adjective.)

(d) Have you not noticed the terrible blunder you have committed? (Rewrite as a simple sentence, using the verb 'escape'.)

(e) He was given no help, to his great distress. (Change *distress* into a verb, making it the verb of the Principal clause.)

(f) He taught the class mathematics. (Use the verb 'instruct'.)

Of course some of these questions admit of more than one correct solution. If you gave the following answers you would do well.

(a) There was some probability in the supposition.

(b) He returned only at nightfall. 'Only' is required here to give the full force of the original.

(c) To make the journey more inconvenient, there was a pretty heavy fall of rain.

(d) Has your terrible blunder escaped your notice?

(e) He was greatly distressed that he was given no help.

(f) He instructed the class in Mathematics. Here again want of general reading betrayed itself in a frequent inability to deal with any of these questions. For instance, a large majority of students say 'he instructed mathematics to the class.'

I fear I have exhausted the available space. Next month I will say something about the remaining questions. The questions, of course, vary every year; but I have given you hints that should prove useful whatever the questions may be.

I am,

Yours sincerely,

F. C. P.

CERTAIN ASPECTS OF HIGH SCHOOL TEACHING IN TRAVANCORE.

THE employment of vernaculars in teaching non-language subjects, although much commended to the attention of teachers, seems to be attended with very discouraging results in Travancore. According to the curriculum enforced in this State, the use of the vernacular for non-language subjects is not only urged but is made compulsory. The only language lessons are Grammar, English Prose and Poetry, Translation and Composition. In the lower forms and classes, conversation lessons are to be given. Although these lessons on language proper are calculated to give students a sufficient command of words, it is not a very rare occurrence to see them standing stock-still without being able either for want of suitable words, or on account of their appalling ignorance of the structure of the language to give answers to questions put to them.

The ignorance of English displayed by students of the High School Forms is not, however, to be set down to the use of the vernacular in the lower forms. There are various other causes that have this effect. Bad teaching is one of the many sources of these defects. The conversation lessons to be given in lower classes are more honoured in the breach than in the observance. A good many of the teachers employed in these classes are without experience or training; most often they are unequal to the task of giving such lessons. The teaching of translation is not what it ought to be. The distinction between English and vernacular idioms should receive great attention. The pick of the vernacular idioms must be collected and presented to students with the equivalent English idioms set against them. Students are very often guilty of impropriety in the use of words.

This arises from the misconception that generally prevails among them as to the scope of those English words by means of which the subtle shades of difference in the meaning of one and the same vernacular word are brought out. For example, the words engaged, employed, appointed, &c., may be rendered into the vernacular by one and the same word. This leads awkward mistakes. Instead of saying that a number of coolies are employed students are often heard to use the word "appointed" in place of "employed." Errors such as these can, on no account, be cured by translation lessons alone. Students must be put on a course of general reading which will enable them to see how different words allied to each other in meaning are used to express groups of different ideas.

Coming to composition lessons, one is astonished to see what apathy and ignorance of method are displayed in general by teachers. Subjects are selected at random and put on the black-board and students are asked to tackle them without any hints being previously given. Again composition lessons are never considered necessary by teachers in the lower classes. Strictly speaking, every lesson given in the class must be followed up by composition exercise. The abstracts or summaries of the lessons given must be written out at home in the form of home-exercises. This is a practice which is rarely resorted to even by the best of teachers. Something needs to be said also about writing essays on set subjects. In the case of such lessons the subjects must be selected with due regard to the attainments of and to the knowledge possessed by students. The teacher must, then, thresh out with his pupils the various aspects of the subject by suitable questions and answers. Such abstract subjects as punctuality, cleanliness, &c.,

must, be amply illustrated by references to the lives of the students themselves and be made comprehensible to them. A great fault in questioning which requires immediate attention and rectification is acceptance of words or fragmentary answers. This gives a premium to the tendency to catch the tail of the question with the result that the main part of the answer is not given. The discipline gained by students having to express their ideas in their own language is thus lost. In all cases complete answers must be insisted on and partial answers must in no case be accepted. The method to be adopted in giving composition lessons, as in doing other lessons, must be strictly Socratic. Such lessons as are at present given involve a dreary waste of time with little or no benefit to students. The periods allotted to them are, as are the dictation and copy-writing lessons in the lower classes, considered by teachers as their legitimate hours of leisure.

Several prevalent errors of methods can be mentioned to show how the existing system of teaching English poetry or prose is faulty. The first point to be noticed is that the vernacular is used too fully. Very often a lesson on English prose turns out to be a lesson on translation. The teacher goes on construing the passage in the vernacular from beginning to end. Students are never made to talk in English at all. As a rule, few questions are put to them and all explanations are offered in the vernacular. No sort of home-preparation is exacted from them; the practice of looking up the meanings of difficult words is never insisted on; and the valuable habit of self-reliance, which is one of the elements of success in life, is never fostered. No incidental questions on spelling are put, no black-board summary of difficult words and

phrases is given, and no home-exercises are set to assist the memory and to form the habit of steady work and honest industry. The teacher does all the work of his pupils and does no work in the capacity of a teacher.

The indifference of students to steady and systematic work and their habit of making spasmodic efforts to learn up the subjects they have to master, are partly due to the worthless character of the work turned out by teachers and partly due to the worthless character of the ideal in education set before them at home. It is a fact requiring no explanation or commentary that the majority of people in this country look upon education as a passport to the public service; and no person is a more devout worshipper of this fetish than our High School boy. The made-easies, keys and compendia and notes on general English that have of late come into fashion like patent drugs in the world of medicine, are eagerly seized by school-boys in the hope that at the end of such short cuts lies the *El Dorado* of success. It is a pitiable sight to see them cram up with the self-denying devotion of a martyr the construction of difficult words and phrases, the analysis of obscure and elliptical clauses and the rules regarding the recasting of sentences. How many boys are there who have any the slightest regard for ideas and power of expression? how many boys who have ever read a line of prose or verse for the sake of the thought it conveys and the words and expressions in which it is clothed? The reading of general books is an art in which our school boys are yet to be initiated. In this connection one cannot help praising the wisdom of the University in having again prescribed Text-books for the Matriculation Examination and in having made a real command of the language and not a mere jugglery

of words the test of proficiency. The evils of a narrow ideal can, to very large extent, be minimised by the earnest and enthusiastic efforts of teachers. In class-rooms and still more in hostels, where supervision over home-studies is possible, there is ample scope for good work being done. But hostels must be created and teachers must not flinch from honest and self-sacrificing efforts. The present generation of teachers in this country seems to give no promise of anything great or praiseworthy. Their ranks appear to be largely recruited from persons hollow and insincere, either unwilling or unable to face honestly the duties and difficulties of their profession.

No doubt, the odds against them are very great. The very manager to whom they look up for encouragement and appreciation may be an illiterate brute. His sole business as manager seems to be to take pride in maintaining a High School and to pocket the surplus arising from the concern. Money, not efficiency, is his motto. Raw and inexperienced men coming fresh from College, greedy and needy Law students who make the profession serve as handmaid to the profession of law, are appointed to do the work of the class-room. A number of trained men of the Lower Secondary or the Upper Secondary Grade are entertained to fulfil the conditions of the Educational Code. Inspectors come and go after taking a peep into the registers to prepare the annual returns for submission to the heads of the department. Caste prejudices or racial feelings prompt them to wink at defects and drawbacks, to spare the obliging and hospitable manager. Now such an atmosphere as this is not likely to rouse the enthusiasm of those who take up teaching as their life profession. Hopes of reward or appreciation sweeten the cup of labour. Even

in teachers actuated by a genuine love of their profession, the springs of enthusiasm are dried up by the blighting influence of environment. A few teachers of high-souled earnestness and lofty sense of duty cannot accomplish anything without countenance and assistance. It is not enough that plans are elaborated, that schemes of improvement are formulated. Brains fertile to devise and hands willing to execute are the elements of success. But the present holds out no hope of an agreeable blending of both these essential factors of success.

Now, to go back to the deficiency displayed by students in the high school classes, the defects caused by bad teaching can of course be remedied only by good teaching. To secure this a better and more respectable race of men should replace the present generation of teachers. Since managers through illiteracy or love of lucre cannot think out these questions for themselves, the authorities responsible to the State must move in the matter. Inspectors must hold a more careful inquiry into the condition of schools. The struggle between managers and headmasters is often a struggle between darkness and light. Inspectors must remove the screen and allow the light to shine. They must make the occasion of their visits to schools opportunities for improving the methods of teaching. Home-exercises must be carefully looked into and even the note-books used by students in their classes should be minutely examined. Defects in organisation must be severely dealt with and Inspectors should see that the dealings of managers with teachers are in accordance with justice and fair play. To remove the evil effects of cram, hostels must be established and students at their books should be strictly watched. With better inspection and more honest teaching one cannot see why the

standard of excellence prevailing among High School boys should not reach a high degree of perfection.

M. A. ANANTA AIYAR.

ANNOTATIONS.

LAST month we discussed the questions of cribs, this month we propose to deal with the closely related question of annotations. In this country annotated texts could not well be more numerous than they are. They are made much of, far too much of by the pupil and by way of counter-balance, are disparaged, often unjustly by his professor. Yet it is whispered that often those who are loudest in public in denunciation of the annotator and all his works, study the annotations most diligently in private. The honesty of such a course is open to question: those professors or teachers who find annotations useful in the preparation of lessons, might have at least the grace to refrain from disparaging them in public. But as to the use of annotated texts, nearly every professor or teacher is helpless in the matter. The texts read in class require annotation, and unless every professor is to do his annotation at a vast cost of time and trouble, he must make use of the annotations compiled by some one else. He has no choice in the matter. The demands on his time are very great, and he shrinks from the labour that annotation would demand, he therefore purchases the annotations provided by somebody else. Further this is sound economy. It would be a pitiful waste of time if twenty or thirty professors were all busy annotating the same texts.

We said just now that annotations were necessary. We doubt if this assertion can be seriously combated. Some authors require more, some less, but all require some annota-

tion. In fact if an author could be found who did not require annotating, it may confidently be said that he would not be worth reading. Tennyson is a poet that requires comparatively little annotation, but some notes are necessary, particularly for those to whom English is a foreign language. On the other hand Shakespeare, Milton, Macaulay, Addison, and in fact the majority of authors, require rather extensive annotation. Doubtless any of these could be read for pleasure without annotations, but allusions would be missed, and in many ways, some of the charm at any rate would remain unfelt. But when texts are to be studied as a mental exercise then annotations are indispensable. In this country annotations lie under a ban and not altogether without reason. Many annotators appear to have no conception of what their task requires, and what limitations a right conception of it imposes. They altogether overshoot the mark, and trespass both on the domain of the student and on that of the professor. The student should be given such help that by the exercise of ordinary intelligence he may understand the text. The average annotator, stimulated by an enterprising publisher who wishes to advertise "full notes," not only smoothes away real difficulties but takes care that the student shall not have to perform the slightest mental exercise. To annotate on these lines is to do great harm to the cause of education.

The average annotator encroaches on the domain of the teacher when he endeavours to say all that can be said about the author and his text, and in fact endeavours to leave the teacher as little to say as he can. If it is a play of Shakespeare, then not only have we full notes, but a biography of Shakespeare, a long chapter on Shakespeare and his art,

another on his plays and the four Shakespearian "periods," another on the sources of the play in question, the external and internal evidence as to the date of its composition, another on Shakespearian Grammar, another on Shakespearian versification, and a full characterisation. We think this is going too far. The text ought to be adequately explained, and a brief biography of the author, and a few short notes as to date, &c., might be given, but the greater part of what is now given by the annotator in his Introduction should be omitted in order that the teacher may give it in his class.

The teacher may reasonably expect that his class should get up the text by means of useful notes before coming into class, but the handling of the book as literature should be left as much to the professor as possible. To hunt up allusions and quotations is drudgery, though not a drudgery without some compensations, from which a real teacher might well ask to be spared in order that he may have more time to treat the text as literature, but the full 'introduction,' now almost universal tends to make lazy teachers. There is hardly a more melancholy spectacle in the educational world than a "professor"—we are all professors now—relying solely on his annotations for the teaching (?) of his class.

Our Universities are not without some degree of blame in this matter. The questions set in examinations have frequently put a premium on "full annotations," so that the examiners have played into the hands of the annotators. An enthusiastic professor, striving to create in his class an appreciation of the text as literature is the often sadly aware that in the opinion of his students he would be consulting their best interests by a closer attention to

what pays from an examination point of view. Poor eagle! he is asked to consent to have his wings clipped, and to walk about on mother earth like the ordinary barn-door fowl.

But while we condemn the excessive attention paid to the minutiae of the texts studied we must not overlook certain considerations. It is no use blaming annotators and close study of annotations if University examiners by the questions set put a premium on work of this sort. Secondly few Europeans realize, we are afraid the pressure under which Indian students study. From their earliest years they are memorizing, principally in a foreign language, a huge mass of facts. They do not acquire the command of English as a language. They do not speak or write it well. Apparently, when they have to speak or write English they first think in the vernacular and then translate into English(?). With such students the reproduction of notes verbatim is a necessity. The *Friend of India*, which is well served by its contributors in educational matters, printed some time ago an article on 'the Bengali and his Crib,' which laid great stress on this point. Unless we require less knowledge of facts and a greater command of English in the High School and Lower Secondary classes, we are, in elaborating new syllabuses of study in colleges, but beating the air. Under present conditions the Indian student must memorize his history, geography, physics, chemistry and English texts, and must rely on manuals, keys, annotations and so forth. The Calcutta University would appear in its concern for this devotion to keys, to have overlooked fundamental difficulties. The Syndicate of that University decided some months ago not to appoint as Examiners gentlemen who are

known to them to be authors of such keys, guide-books, notes, companions, commentaries or other such books as encourage vicious methods of study and discourage sound methods of teaching.

The object of this decision is excellent. It is certainly undesirable that examiners should be annotating the texts on which they may have to examine. But does any examiner examine on texts annotated by him? We doubt it, but still, as Caesar's wife should be above suspicion, any gentleman should on being appointed examiner cease to annotate. The difficulty created by the decision of the Syndicate of the Calcutta University is to know where to draw the line. What would be pronounced by one body as a book likely to encourage vicious methods of study would be declared by a second body to be perfectly harmless. We fear that endless disputes will arise, if the Syndicate really attempts to carry out this decision; worst of all, the resolution is likely to divide a Syndicate or Senate on racial lines. The acute correspondent of the *Friend of India* indulged in a little special pleading with regard to this resolution. He pointed out that the effect of it would be that a gentleman, disappointed of an examinership on the ground that he had produced books encouraging vicious methods of study, would recoup himself by producing more of such books than ever, while it was surely very hard that a man who erred only once in this way and that many years ago should lose an examinership. We must confess that arguments of this kind do not move us, but the correspondent was decidedly right in his criticism of a resolution passed by the Senate of the Calcutta University on the motion of Sir Guru Das Banerji:—"That candidates shall give their answers in all

subjects in their own words as far as practicable, that no credit shall be given for verbatim reproductions of passages from keys to the text-books, and that this rule should be inserted as a head-note in every question paper."

The correspondent of the *Statesman* in an article above mentioned, *the Bengali Student and his Crib*, which reveals a delightfully intimate knowledge of the ways of the Indian student, insists that the Bengali boy cannot answer in his own words. He must, owing to a sadly deficient training in earlier years, rely on the text or a paraphrase of the text. Secondly, the ingenious writer goes on to point out that this new regulation imposes a heavy burden on the unfortunate examiner. He must get hold of and closely study all the keys, notes, etc., bearing on the texts in which he is about to examine. He will have constantly to refer from the answer-papers to these keys in order to ascertain if they are being quoted. It is therefore very doubtful if the plan of the Calcutta University is the right way. An obvious method of obviating the necessity of keys is so to train students in the lower classes to think in English and to write English fluently and correctly. A second way is for the Boards of Studies to select texts that do not require much annotation, or to edit texts with a view to reducing the amount of annotation. Thirdly, there is a much needed change in the law. Unless we are mistaken anybody is at present perfectly free to ruin a book for school purposes by annotating it. Some years ago a gentleman after enormous labour produced a book of General English Exercises. Dr. Miller gave the book his blessing, and for a time it proved very useful, and had a very large circulation. Then some needy person produced a key, with answers

to all the exercises. The book of exercises was of course useless, and is probably now much less used. We doubt if most people are aware of the extent of the damage thus done to good books. It is only when one gets a catalogue from a certain type of native bookseller that the wide extent of the evil is observed. In addition to the countless manuals of science, history and the like, there are keys to every reader used in Indian schools. The Orient Readers, Longmans' Readers, and many others have been annotated on the 'up—not down' principle of Mr. Squeers. By the way, what a splendid annotator he would have made! Undoubtedly these keys to Readers destroy the usefulness of the Readers, and if the making of such keys without the consent of the authors or publishers of the books annotated is not illegal, it ought to be made so. Then the University could print its own tests, and prevent their being annotated. If it were thought necessary, the absolutely necessary notes could be made by a duly qualified person.

As for the host of manuals and notes, which in some cases are notes on notes, they are used far more than Inspecting officers, Managers and Headmasters are aware. We have seen pupils attending high class European schools armed with these wretched compilations, of which only a few are written by men with any claim to proficiency in the subject treated of. We know the case of a Mathematics Graduate who teaches Physiology and has brought out a widely used manual: but who never, unless we are misinformed, dreams of handling the objects required for the proper instruction of his class. This is characteristic of the compilers of manuals: the same man will produce manuals of

chemistry, of physics, of English, of history, of geography, a sufficient proof in itself of the catchpenny nature of the manuals thus turned out.

Books on English Grammar and Idiom are necessary. There is no reason why English publishers should have a monopoly. They are unduly favoured as it is. But Indian publishers who publish such manuals written by Indian Graduates would do well to have the proofs revised by Englishmen. It is disappointing to open a book of this kind that has evidently cost much time and labour, and to find on the most casual inspection serious errors.

INSTITUTIONS IN 1905.

(1) *St. Joseph's College, Trichinopoly.*—There was a decided rise in the strength of the College Department, the figures for 1905 exceeding those of the previous year by 70. There were on the 31st December 407 students on the rolls in the College Department, 416 in the Upper Secondary, 383 in the Lower Secondary, 87 in the Upper Primary, 94 in the Lower Primary; a grand total of 1,387. The average total for the year was however 1,433. 215 were reading in the B.A. Classes, 189 in the F.A. Classes, and three were reading for the M.A. Degree. As many as 72 took up History as their optional for the B.A. Degree, while only 21 took up Mathematics. The percentage of Brahmins declined from the College classes downwards. 71 per cent. of the College students were Brahmins, 35 per cent. of the Upper Secondary, and but 14 per cent. of the Lower Secondary. A slight but increasing diminution of the percentage of Brahmins in the College Classes is held to indicate that other sections of the community are gradually seeking higher education. The

small percentage of Brahmins in the School classes is explained by the large proportion of Native Christians. In the Primary Department there are none but Christians, and they are mostly boarders. Ample provision is made for the primary education of non-Christians by means of branch schools.

Seven hundred and twenty-four students came from the Trichinopoly District, 170 from the Tanjore District, 121 from Tinnevely, 73 from Madura, 90 from Travancore and Cochin. Nearly one half of the total number are Catholic Christians, drawn principally from the above mentioned districts. Many changes in the staff are detailed. The Matriculation results were twice the average for the Presidency, and the first candidate in order of merit came from St. Joseph's. The figures for the F.A. were far less satisfactory. The percentage of passes in the B.A. was 34 in English, and the figures for the optional subjects ranged from 77 per cent. in History to 34.5 in Physical Science. The hostels are reported on favourably. They supply a felt want, as over 800 students were housed in three hostels. The progress of the Literary and Scientific Association was marked. "The interest with which debates were conducted, and the care shown in preparing for them, as well as in writing essays, exhibited a marked improvement on former years." We are sorry to note that the rivalry between the College teams and those of the other Trichinopoly colleges led to some unpleasantness, and that it was thought best to withdraw from the inter-collegiate competition. In the Library there were nearly 5,000 books. The books taken out for home-reading ran to nearly 15,000, and there were nearly 9,000 consultations.

The fee-income was Rs. 47,000, a rise of

over Rs. 2,000. The total income was Rs. 83,000. The tone and discipline are reported as entirely satisfactory. In conclusion Father Sewell asks to be allowed in future to limit his remarks to the working of the College Department. The Director in his proceedings remarks on the efficient state of the College and accedes to Father Sewell's request.

(2) *St. Peter's College, Tanjore.*—The College was fortunate in being able to report that the staff was unchanged. We are glad to see that the great majority of the teachers are trained. The B.A. students numbered 45 as against 60, owing to the generally poor results of the F.A. Examination of 1904. The F.A. Classes contained 114 as against 104 students the previous year. Of the 159 on the rolls 116 were Brahmans, 18 Sudras, 23 Native Christians, and 2 Muhammadans. There were 29 boarders in the Brahman hostel and 18 in the hostel for Christians. The University Examinations led to unsatisfactory results, especially in the English branch of the B.A. where only 8 passed out of 34. In the F.A. 20 passed out of 53 sent up. The Library contained over 2,000 volumes, but only 760 were taken out during the year. Probably, if the students read more, more would pass in English. There is a College Debating Society which was less successful than in previous years, but three smaller literary associations did well. The College came to the front in Athletics, winning in cricket a trophy cup, and competing in sports successfully against the S. P. G. Trichinopoly, Kumbakonam and Mannargudi colleges.

The receipts from fees came to over Rs. 9,300. The total expenditure was nearly Rs. 17,000. The Director of Public Instruction contents himself with remarking that the

general condition of the College was fairly efficient.

(3) *Maharajah's College, Vizianagram.*—This College was also fortunate in reporting no changes in the teaching staff. It would really seem as if the incessant changes in Government institutions were largely unnecessary and might be reduced by a little management to a reasonable number. The strength of the B.A. classes rose from 38 to 47, of the F.A. from 44 to 47. Of the 15 students that sat for the English branch of the B.A. examination, ten passed—a marked contrast to the passes from St. Peter's College, Tanjore. Of the 24 candidates in Sanskrit and Telugu, 16 passed. Five out of seventeen passed the F.A., a result which is described as poor. History, Mathematics and English largely accounted for the failures. The Library contained over 4,000 volumes, of which 400 were taken out by teachers and over 1,000 by students. The interest in the Debating Society increased. Football and tennis were popular, but cricket was played by only a few. "The want of a hostel is increasingly felt year after year. Some of those who came here with the intention of joining this institution in the beginning of last year went away as they found that they could make no satisfactory boarding arrangements in the existing hotels of the town. Some left the institution at the end of the year, as their health broke down owing to the unsatisfactory arrangements they had to put up with both in the matter of food and lodging." Of the 94 students 73 came from Vizagapatam and 14 from Ganjam. The income amounted to over Rs. 14,000, but the expenditure ran to over Rs. 31,000. Of the 47 B.A. students, 20 took Chemistry, 23 Logic and Philosophy, 4 Mathematics. In spite of less satisfactory results during the last two years Chemistry

continues to be popular. The Director in his Proceedings limits his remarks to the provision of a hostel. He trusts that no further time will be lost in taking the matter in hand.

(4) *Law College, Madras.*—This, like all the Government institutions whose reports we have noticed in these columns, was without its Principal for a part of the year. The College Council did not meet during the year, as there was no business to be placed before it. The number on the rolls on the 31st December, 1905, was 329, a decrease of 42, principally due to a decline in the numbers attending the Junior B.L. class. 117 candidates appeared for the B.L. examination direct from the College and 49 passed, a percentage of success of nearly 42. In 1904, the percentage was 26. On the other hand only 53 out of 181 passed the F.L., and the Director in his Proceedings notes that this was the lowest percentage during the quinquennium. Out of 29 candidates for the Pleaders' examination, 8 passed as First Grade Pleaders, while 13 passed in the Second Grade—figures which though hardly equal to those of 1904 were much better than those of previous years. The number of volumes in the Library was 2,207. 2,053 books were lent and there were nearly 5,500 consultations. The receipts amounted to nearly Rs. 55,000 and the expenditure to nearly Rs. 31,000. Out of 329 students, 289 were Brahmans, 58 other caste Hindus, 12 Native Christians, 1 European or Eurasian, 9 Muhammadans, 2 Parsees. Classified according to the occupation of parents or guardians, 133 students represented the official and 177 the land-holding class. Traders and petty officials are hardly represented at all. Classified according to means, 306 represented the middle classes, the richer and poorer being hardly represented at all. As usual when we

come to the distribution of students according to districts, Tanjore leads the way, with 49 as against 36 belonging to Madras. Malabar is third with 34.

(5) *Reformatory School, Chingleput.*—As usual with Government institutions we find changes in the Superintendency during the year, but we were hardly prepared to find that in the course of a single year the control changed hands no fewer than five times, but as the report says, "continuity is insured and maintained by the Deputy, and the present incumbent, Mr. Coombes, fills that position with entire satisfaction." The strength was the highest on record, rising from 168 in 1904 to 185 in 1905. No juvenile offender was refused admission for want of accommodation, but unless certain suggested alterations are made, 185 will have to be the maximum number. Thirty-seven were discharged after completing their periods of detention and 3 were released by Order of Government. The admissions rose from 43 to 57, of whom 29 were non-Brahman Hindus, one was a Tinnelly Brahman, one was a Native Christian, 11 were Mussalmans, 8 Panchamas, while 7 came from the criminal classes. The number coming from Madras continues to increase in the year under review 44 Madras boys were committed as against 33 in 1904. "These boys come to us full of the vice and cunningness of city life, and their large numbers in the school help to keep alive the memory and associations of the past. A separate Reformatory with a special mode of treatment for Madras boys, would, I think, on the whole, give better results in the work of reclaiming juvenile offenders." The Director in his Proceedings comments on the fact that one pupil each came from Hyderabad and Mysore, and seven from the Bombay Presidency;

no explanation of their admission is given in the Report. As might be expected, almost all the pupils were committed for theft or robbery, but seven were convicted of counterfeiting coins, two of murder, and one of culpable homicide not amounting to murder. It is asked that the sub-jail, which is a menace to the health of the school, may be removed from the school precincts. The health of the school was, however, good during the year, notwithstanding the prevalence of cholera in Chingleput town. The Reformatory boys must play football with considerable vigour, for of the 170 admissions to hospital 80 were cases of fever and 18 were due to injuries received in football. There was a decline in the number of punishments from 167 to 103, "but this fact in itself is no criterion of the conduct or moral tone of the school. The number of cases of birching fell from 47 to 18, and of caning from 78 to 69. Much is spoken of American "up-to-date" systems of dealing with juvenile offenders, where advice, exhortation, rebuke and threats are exhaustively tried, but our experience is that warnings are of no use, and punishment, to be effective, must be certain." The majority of the offences were comprised under possession of forbidden articles, stealing, mischief and offences against school discipline. Of the 185 boys, 128 were not punished even once during the year. As for moral training, "the Headmaster opens school with a short moral lesson every morning, and the Deputy Superintendent conducts the Sunday lesson himself; but we find that more in the direction of character formation and moral training can be done by effective supervision and control in the playground than in the class-room." The boys take a pride in their drill, and enjoy going outside the school

precincts for games or drill on a newly levelled plot of ground made over by Government for this purpose.

As regards industrial education, carpentry made progress. In wood-carving the boys for the first time took to design work. Work was done in brass as well as in aluminium. A thorough training is given in weaving. The band makes progress. That the boys may execute repairs to the Reformatory buildings, it is asked that provision may be made for instruction by a practical mason. 26 boys passed out of 30 candidates for the various Government Technical examinations, a percentage of 86 as against 68. The six industries taught yielded a profit. Of the 37 pupils discharged during the year 23 obtained employment, 6 were unemployed, 5 were not traced, 3 were not reported on. Not a single boy was re-convicted during the year, but of 97 pupils who left in 1901-4, 2 at the date of the report had died, 8 were with friends or were unemployed, one was badly reported on, 14 were not reported on, and 11 (11 per cent.) were re-convicted. "That eleven should be re-convicted is hardly a matter for surprise, when we consider that eight of them were sent here for a less period than five years. Of the remaining three, who remained in school for five years and upwards, two belonged to the criminal classes, and one was never given a fair start in life. As long as parents have a voice in the disposal of their children, and the percentage of the criminal classes in the school continues to be high, better results cannot be expected." In the concluding paragraph the Acting Superintendent endorses the hearty commendations by his predecessors of the work of the Deputy Superintendent, Mr. Coombes.

SPELLING AND DICTATION

By ARTHUR BURRELL, M.A.,

Principal of Borough Road Training College, Isleworth.

It is a bold thing to try to say anything new on the subject of spelling and dictation, and the present writer does not pretend to do more than give a few practical suggestions. Perhaps, if we could assemble a class of sharp children before a committee of schoolmasters, every member of which was a personal friend, and was recognised as a personal friend of the children, we might get valuable lessons in the teaching of many subjects; for children will talk when they know they may talk, and will talk sensibly, too, if we will only listen. But only here and there do we get a schoolmaster who sees with the child's eye and comprehends with the child's mind, and forthwith the school and its lessons are under a magician's spell. We may assume, therefore, that the majority of schoolmasters are no magicians, and that children do not confide their difficulties to them. It is a sad thing to confess, but there is little use in shirking the fact. Our own difficulties in spelling we have forgotten; our pupils' difficulties we dimly guess at.

Of our spelling it is said that it bristles with difficulties, anomalies, and absurdities. Granted. But the fact remains that we do not find spelling difficult when we grow up. This is not because we spent too many laborious hours in acquiring it; it is simply due to the fact that we are always spelling. Persons who ride much in carriages find walking difficult; persons who use a bicycle twice a year find bicycling difficult; the man who does not read and write much finds spelling difficult. Good spelling in adult life is simply a matter of constant revision and constant practice.

We are further told that spelling acquired with difficulty is easily forgotten. So is Greek; so are analytic conics and shorthand; and the reply is similar to that given above. Spelling requires practice. Again, we hear that "educated" people make mistakes. It is true; and educated people

write and read a good deal. Their mistakes are due to carelessness, to faulty visualisation, to a pride in bad spelling, to haste, and to neglect of devices for the spelling of particular words. As a matter of fact, these "educated" bad spellers may be left out of consideration, if only for this, that most of them are either not educated or are non-observant. They could spell if they liked, but they don't care. Accomodate, aerated, solicitor, embarrass, seige, benefitted, are quite good enough for them.

It will be well if we clear the ground by one or two statements which, of course have been made hundreds of times before, and the truth of which has again and again been questioned.

(1) Our difficulty in English is not one of spelling, but of pronunciation. As a general rule, pronunciation is the elder brother walking fast, and spelling is the little one toddling after him. People spoke and mauled their words before they wrote them, and then they tried to make spelling phonetic. The villager says he lives at Aptruck. You have to look in a map or consult a less simple villager before you find that his home is Appletreewick.

(2) Some children see well, hear well, write well, transcribe well, and consequently spell well; the schoolmaster scarcely needs to trouble them. He knows that a certain percentage of his class washes or is washed: he does not waste his time in looking at the hands of this group. The percentage may be small or large: it varies from term to term; but it may be disregarded. This disregard of the child who needs no help is one of the last lessons that we schoolmasters learn. Our tendency is to help on the strong, and thereby to weaken their powers.

(3) The definite writing out and learning of rules for English spelling may well be shelved. It is of little use to tell any intelligent being that the sound of *au* in "cause" is always represented by *au*, when he comes across in his next page paw, George, tall, thought, and caught. He dare not tell you your rule is no rule. Nor is it honest

to tell children that nouns ending in *y* make their plural in *ies*: they are disturbed by "valleys," "buoys;" while if it be contended that the rule is generally true, still it is better to let anyone discover this by the instances he encounters. Even etymology is not always a safe guide: we cannot do more than rely on analogy. Only analogy explains such spellings as "father," "sovereign," "rhyme."

(4) Etymology can scarcely be added to the burdens the small boy has to bear; and a little etymology does not go far. The lists at the end of some books are, for children who do not learn Latin and Old English, useless; and word-building, which is put early in some syllabuses, should come at the close of the spelling-learning time. It belongs to strict definition, logic, and the syllabic divisions of words.

(5) Faulty enunciation by the teacher is answerable for a great deal of careless spelling in dictation lessons.

(6) In many schools no one system of spelling-teaching is followed throughout the school, and consequently there is no intelligent revision. Children are encouraged to forget wholesale.

(7) Mnemonics (and under this head I would certainly place analogy) are of the greatest possible use in calling to mind difficult spellings.

It seems from these statements, if they are true, that one system of spelling-teaching should be followed all through a school; that the learning of fixed rules should be avoided; that our chief care should be given to the most backward pupils; and that constant revision of work done is a *sine qua non*. The ground is now cleared for a scheme. It is universally admitted that spelling is a matter in which the eye plays as important a part as the memory; but it must be remembered that the eye deals chiefly with *printed* matter while the child is learning, and with *script* matter when the child is putting down what his memory dictates. These two alphabets are a source of confusion to the child which the teacher does not generally appreciate. Moreover, when a boy is asked to spell a word aloud, a third element of confusion arises, *viz.*, the sound of his own voice.

No problem of spelling is faced until the printed word, the written word, and voiced word are all recognised. One instance will suffice:—Eye is one thing, *Eye* or *eye* is another, and *I* (the phonetic value) is a third. The shortest list of difficult words, *e.g.*, ought, taught, George, shawl (all containing only one vowel), is not properly studied till the words can be by the child said, spelt aloud, written, and printed; for a child will learn to print very easily.

It would seem that in the early stages words should be arranged, not alphabetically, not at haphazard, but according to their vowel (or, in the case of longer words, their predominant vowel). Indeed, what we have to do is to make for our classes a rhyme index of the words we come across (it being assumed that no child will ever be asked to spell any word which it has not heard, read, or seen in writing or in print). Thus, "I," being one of the first words a child meets, the "I" list in its early stage will contain some or all of the following:—I, why, fly, my, try; and only in a later stage should we find eye, lie, die, dye, dyed, tried, sigh, high, nigh. Similarly, in the early stage should be found from reading or hearing such words as now, sow, down, about, out; and only in later stages should a list like this be found:—enow, drought, loud, doubt. The consonants may be left to take care of themselves till we come to our lists of difficult words, for, in a spelling-lesson, "ough" in "thought" is the vowel, and "augh" in "caught" is the vowel.

The spelling-lists, then, will be made for the class as we go on reading and talking; they will be arranged phonetically, according to the vowel or the predominant vowel; they will consist of words known to all the class; and they will be subject to constant (*i.e.*, periodical) revision, the printed, written, and said word being always demanded—from the weaker pupils. This spelling-revision is bound to take more time as we ascend the school. The list is in the teacher's possession. But this provides for vowel difficulties only. The reading will very soon bring the class face to face with consonantal difficulties. The

word strife presents no difficulties; it would fall into the *i* group with life, wife, wipe, mine, height; but the word knife belongs to another category with the spelling-learner; it is much more of a pitfall than "bright" or even "height," and it is placed in a first list of difficult or catchy words. This list of catchy words is nothing like so long as our vowel list when we reach the middle classes, but it tends to become longer as the child's reading expands. The words parable, canon, cannon, salmon, lamb, family, paragraph, present no difficulties whatever for our first list (our rhyming-vowel list), but on our second list they must be, as they are full of consonantal traps.

I do not see that the teacher can arrange the consonantal list on any strict system. If he must adopt an arrangement, it should be phonetic, as in the first case, and "baron" would go with words in which *r* is the difficulty, and "paragraph" would be grouped with the *f* and *r* words. It is obvious that "canon" and "cannon" (if they have both been met with in reading) will be learnt together; but it is likely that "canon," not to speak of "cañon" will be left until the child is well up the school; though now-a-days very often a small boy will be found spelling the three and spelling them correctly—canon, cannon, cañon—though two of the words are Greek to him.

With these two lists, made by the teacher and kept by the teacher—lists expanding as the child ascends the school, and subject to constant revision—the schoolmaster should be content. With such lists in existence, I believe that spelling homework might be dispensed with.

The right uses of dictation appear to be two—first, to familiarise children with good pieces of literature, and next, to give them material in which to exercise their knowledge of spelling and punctuation. With the former I do not deal, for it seems to be part of the work in literature. As regards the latter, surely the pieces to be dictated should be composed by the teacher himself who knows, better than anyone else, the various pitfalls of his pupils. It is easy enough to con-

coct short pieces which shall bring in all the punctuation difficulties, and the words which have puzzled so many generations may well be dealt with in clever but seemingly innocent sentences. Here, and here chiefly, lies the value of the mnemonic: and anyone who is in doubt about the spelling of "harass" and "embarrass," "seize" and "siege," "apartment" and "appointment," "practice" and "practise," may easily invent for himself a mnemonic which will be useful to him all his life.

But I pity the schoolmaster who corrects exercises and dictations conscientiously, when he might save half his trouble by encouraging boys to ask questions. Ignorance of the true spelling of an unknown or semi-known word is no sin; and boys should not be encouraged to guess and write down wrongly, but to ask and write down rightly, the spelling of such words. *The mere writing down of an ill-spelt word tends to spoil spelling*; while the writing down of the same word correctly, even though the teacher has been asked for the spelling, aids the pupil to spell the word correctly on a later date, especially if every word asked for be underlined and re-written at the bottom of the page.

There remain two aids to spelling and punctuation—the transcription of printed passages and the transcription of handwriting. Of these little need be said, but every school and every class should be furnished with more or less difficult lithographed copies of handwriting. If these cannot be purchased they can easily be made; and it is not saying too much to affirm that many of our teachers would not be harmed by the compulsory copying of a few well-written letters.

To sum up briefly, spelling should grow with reading, should not be taught by vexatious rules, should not rest on philological knowledge; it should be three-fold in character—oral, print, and script; it should be learnt by lists, vowel and consonantal; and prevention of bad spelling should be aimed at rather than the constant rection and underlining of words that are good. It should be subject to a weekly test from the lowest class to the highest, not

direct teaching of it should cease when the child has learnt to judge the new printed word as a jumper judges the width of a brook.—*The School World*.

THE GOLDEN AGE OF EDUCATION.

That the thirteenth century was the greatest epoch of popular education that the world has ever known was the recent contention of Dr. James J. Walsh before the John Boyle O'Reilly Reading Circle of Boston.

In support of this somewhat original theory, Dr. Walsh declared that all the great universities of Europe were born and attained their essential development as universities during that period. The University of Paris grew up about the Cathedral of Notre Dame, originally a school for theology. Bologna started as a law school. Oxford grew out of Paris.

Dr. Walsh confined himself chiefly to the educational work in England, as the microcosm of all educational work in Europe. Oxford was credited with from 15,000 to 50,000 pupils by the statisticians of the day. Even making an immense rebate on this estimate, and rating the combined attendance at Oxford and Cambridge at about 6,000, it is to be remembered that the population of England at the time was hardly 2,000,000.

Thus the practical appreciation of the university in England at that period was greater than exists to-day in the City of New York, where, from a population of 4,000,000, there are not 7,000 university students from the city itself.

Were the universities open to the sons of the people? Dr. Walsh quoted the story of the St. Edmund who was later Archbishop of Canterbury, who, during his time of authority at Oxford, strewed the money from the rich students on the University paths, that the poor ones might take dicta pay their fees.

confu Walsh spoke at length on the technical general of the thirteenth century. It was the age asked idral building. Even in the small cities confusions the people built cathedrals; and about

every cathedral and abbey a school of arts and crafts sprang into being. The training was long, definite, and thorough. Every man was encouraged to the most congenial form of self-expression in his labour. After his apprenticeship, he had the rank of journeyman, and for some years was wont to travel from place to place in his own country, and even to cross the Channel and fare through foreign parts for the sake of comparison and acquisition of new ideas. Then, he bent himself to a supreme test of his skill, submitting the result to his own guild or trades union. If it reached a certain standard, he got the degree of master, and the work by which he won it was his masterpiece. Hence our fine old word. For the nature of the work done in these schools we have not to fall back upon myth or legend. The old cathedrals stand even in England, albeit the ravages of the Puritans have left little of the masterpieces of the workers in stained glass and precious metals. But much of the wonderful woodwork remains, and the architecture has survived all onslaughts.

Most of these wonderful artisans were of necessity unlettered before the invention of printing. They possessed, however, an amplitude of technical knowledge which enabled them to earn good livings in congenial pursuits; and the Church superintended their religious instruction in a direct manner through the liturgy and sermons, and through the miracle plays of the numerous feasts in which the people themselves took part, many of which have come down to us as the beginnings of the modern drama under the fostering of religion. The humbler classes of the thirteenth century had intelligence enough to evolve their own trade schools and guild governments, and to produce work which is still the admiration and despair of our day. They had the liberal education of a thorough religious training, and a capacity for enjoyment which was not atrophied for want of healthy, abundant exercise; a condition to be contrasted with that of many of our twentieth century working people.—*The School Journal*, U. S. A.

OUR ENGLISH LETTER.

LIVERPOOL, August, 1906.

Still the Education Bill. But at last it is possible to record its passage through the Commons. In conversation a couple of nights ago I referred to the fact that the Bill was through at last. The answer came fast enough: 'Through the House of Commons!' Like many another my friend was relying on the strenuous opposition of the Lords. And remembering how even the Conservative Bill four years ago fared at the hands of the Lords—witness the 'wear-and-tear clause' secured by the Bishops—one wonders what will be the fate of this Liberal measure. The Lords will do their best and their worst. Lord Rosebery is expected to break his long continued silence, but his influence is likely to be on the side of the Bill, for on Education at least he is supposed to be in sympathy with the Government. But what is one among so many? Mr. Walter Long, strangely enough, was put up to move the rejection of the Bill on the Third Reading, while Mr. Asquith was the first Government spokesman. Neither lays claim to be an orator, for the one lacks imagination, and the other fire. The difference is that, while each voices the average feeling on his side of the House, Mr. Asquith says the obvious thing better than you would say it yourself. Mr. Long says it somewhat worse. Each did his part well, though Mr. Asquith spoke on the general situation without any particular reference to what Mr. Long had said. The debate subsequently was carried on by several of the company of brilliant new members who have added much to the debating strength of the House this session. No where surely is there any one who speaks English quite as Mr. Belloc does—not with such rapid and effective speech or such wealth of gesture. To hear Mr. Belloc for the first time is a revelation of the way in which fire and life and action transform a speech: an ordinary effective speaker is as cold as a corpse compared with Mr. Belloc. After this from the Roman Catholic standpoint, Mr. Paul gave us the Anglican. Still Mr. Paul is not a blind worshipper, as instance his reference to the Bishop of London as the 'most innocent of prelates—innocent mentally as well as morally'—There is no one by the way with such a hold on undergraduates at Oxford and Cambridge as this said Bishop and the Bishop of Birmingham. Mr. Masterman also emphasized his own very individual views on the question: the Solicitor-General made an extremely able speech, and Dr. Macnamara swept the decks for the final contest between the protagonists—the ex-Premier and the Education Minister. Mr. Balfour put his case as strongly as

he could: there was no logic, no coherency, no finality in the Bill. Mr. Birrell was warmly greeted. Whatever the Bill has done, its author has won all hearts. His good temper and good humour have been unfailing. He has not descended to flippancy and yet has brightened the discussion throughout. He has shown himself extraordinarily willing to do his best to meet his opponents, and has still stood firm to the basal principles of the Bill,—for such the Bill has, *pace* Mr. Balfour. And on Monday the 30th of July, he certainly made a speech that will long be remembered for its eloquence. Clause IV was a home-coming ship 'with overweathered ribs and ragged sails.' 'I have been told to think more of the child and only of the child. Yes, but what is the child? Whence comes it? Whither does it go? Conscience, sin, immortality—are we going to drive these words from the vocabulary of those who teach?' He urged the Labour Members of all men, those who dreamed dreams, who saw visions of a good time coming when the condition of the poor and miserable would so poison the condition of the rich and comfortable as to make all society combine to do all they could to redeem their lot. He asked them to remember in that great effort where they were to look for the leverage which was to accomplish that mighty revolution. Where were they to find the force that was to transmute the base metal into the purest gold? 'In my opinion you will find Christianity the all-potent force. It still controls, and will ever be the best friend of the poor and helpless man.'

And so the Bill secured a majority of 192 and was launched on its adventurous journey through the House of Lords.

The Bishop of Birmingham has done good work in speaking as he did to the Guild of Birmingham Undergraduates. Universities are springing up all over the country. It is pre-eminently important that they should be Universities in more than name. Undesirable as it would be for them to be merely copies of Oxford and Cambridge, there is still much for them to imitate there. Without corporate spirit the work of a University cannot be accomplished: and steps need to be taken to secure this spirit where it is not fostered by the residential system. In many ways these newer Universities are improving on the old. The thirst for knowledge is more universal in them: there is more earnestness, less unreality and trifling. Still students must not only have their minds filled, but cultivated: to secure this among young students the play of mind upon mind, and the interchange of ideas are essential. "A University," as Dr. Gore said, "is something more than the juxtaposition of

faculties and studies in the same town and under the shelter of the same institution." The Bishop's public spirit shone out in his last injunction to them. They must make themselves serviceable to the city and the commonwealth. Our modern danger is professionalism in philanthropy, while the ordinary professional man is wrapped up in himself and his family and his profession. And it requires no vivid imagination, one may remark, to see what will be the result for England if Birmingham and Liverpool and Manchester and Leeds and the rest of them are going to do for the country the work that has so long been monopolized by the older Universities. 'A professor of education would be worse than stranded if his work lost touch with reality.' So says one of these professors in a recent apologia. There again we have made an advance, and a recent advance, for it is only thirty years since Professor Laurie first occupied the Bell Chair at Edinburgh. And here too this particular professor puts his finger on the chief danger. A review of recent treatises on teaching in public schools and the theory of teaching in general would be instructive indeed, if coupled with a review of the personal record of those who have written them. The man who fails in the practical work sits down to write on the theory. In such a remark there is hyperbole of course, but enough truth to give one to think. But in England this work is in its infancy. Theory and practice are bound to become more united as time goes on, and as the theory becomes reconcilable with the practical art and the practical approximates to the theory, great advances must be made. The training of teachers is only just beginning to be felt: it is the youngest generation of all that has had the most definite instruction in the theory and as a result we shall see—what we shall see.

To-day more than ever purely educational questions are complicated by economic and social problems. The underfeeding of children coming to school is a case in point. A starved body means a starved brain. If children come to school unfit because unfed, it would seem to be the State's duty to feed them if it is the State's duty to teach them. And yet what complications immediately arise! Where is parental responsibility to go? Are not the parents able to feed them, ought they not to be able? We are here again on an inclined plane. Dr. Macnamara asked an interesting question in the House this week, when he asked for information as to the working of the Local Government Board Order of May 1905 respecting the co-operation of Boards of Guardians in the work of providing food for children in attendance at Public

Elementary Schools who were suffering from lack of food. From the reply it appeared that relief had mainly been given in Lancashire and Yorkshire. In the eastern counties no relief had been given except at Norwich. The difficulties of the position are illustrated by the experience of Bristol. The guardians arranged with the local Education Authority to obtain the assistance of a local society interested in the welfare of children. The first list sent in by the teachers showed 74 children as underfed by parental neglect: inquiry by the relieving officer showed that only in one case out of the seventy-four would the guardians be justified in giving relief. Subsequently 55 more cases were reported: relief was justifiable in 11 of them: that is, in 12 cases altogether out of 129. What happened at Bristol happened at other places on a smaller scale. What is required to improve the schools and the physical care of the school children is reform of the condition of their homes, and a bettering also of the conditions of industrial employment.

The British Association has just begun its meetings at York, and there is promise of interesting discussions on Educational matters which have already been introduced by Professor Sadler, who presides over that section.

Toole is dead. He did not long survive his great friend, Irving. Theirs seems to deserve to rank among the great friendships. The papers are full of interesting and affecting stories. One who was a friend of each tells us that the first greeting of either to their friend was not 'How are you?' but 'How is Toole?' or 'How is Irving?' There is none now to cast a stone at either, many to strew flowers on their graves. It was strange indeed that Irving's last words on the stage, when he was then even at the point of death, were 'In manus tuas, Domine, in manus tuas.'

I thought that I had left the Education Bill Controversy, but just at mail-time comes the report of the Duke of Devonshire's Speech in the House of Lords. The Bishops have found the strongest possible ally. His speech is indeed ominous to the Bill. But of that anon.

THE EDUCATIONAL MAGAZINES.

This month the Educational Magazines are rather dull and do not readily lend themselves to quotation.

The *Educational Times* is again without any articles. It objects strongly to the abolition of the Teachers' Register by Clause 36 of the New Education Bill and continues to print protest by various educational bodies against that aboli-

tion. Bishop Gore's address on University Ideals, given to the Guild of Undergraduates of the Birmingham University is printed. He made some very opposite remarks on the Fellowship of Knowledge and we shall reprint his address next month. Professor Green, the first occupant of the newly-founded Chair of Education in the Sheffield University, wrote an article explaining the scope and objects of a chair of Teaching, and this article is reprinted in the *Times*. The report of the half-yearly General Meeting of the College of Preceptors and Class Lists of those who passed the Midsummer examination of the College take up the greater part of the number.

The *Journal of Education* contains an interesting article on the History of Lincoln Grammar School. In the course of the visit of French teachers to England recorded by us last month, M. Appell, Dean of the Faculty of Science in the University of Paris, delivered an address at the great meeting in the University of London buildings. This address is reprinted in English in the present number of the *Journal*. Miss C. L. Laurie writes on the importance of Plant Geography in the teaching of Botany. Miss Geraldine Hodgson writes on overpressure; she says much that is to the point and we shall endeavour to reproduce the greater part of her article.

The *School World* begins with an article by Mr. A. T. Pollard, late Headmaster of the City of London School, on 'The adjustment of the curriculum.' This article will be reproduced in our pages. Mr. H. G. Willis, Senior Mathematical Master, Manchester Grammar School, writes on 'Arithmetic as a Mental Exercise.' He begins by saying, 'All questions relating to the teaching of arithmetic depend ultimately upon the reason for which it is generally included in every curriculum. Is it a subject like book-keeping and shorthand, of little educational but of great practical value, or, like the classical languages and history, of little practical but of great educational value?' He points out that "of the arithmetic taught in Secondary Schools only a small part is utilised in after life and that the tendency to teach by rote and rule deprives the subject of nearly all its power of stimulating the mental faculties..... Books provide the school-boy with most admirably reasoned out proofs and processes; but when he has a sum to work, he finds in the book what he thinks to be a similar one, and then, without attending to the reasons for the process, works out his own in exactly the same way..... There is nothing apparently that a child finds so difficult

as to follow a train of mathematical reasoning. The child can of course be forced to read through the logical explanation, and may even in some cases be got to reproduce it satisfactorily; but stuffing the child with this rich food is apt to bring on an attack of mental indigestion. Let this rich food be served out a little at a time and taken with plenty of plain fare, and your child will grow up mentally healthy and vigorous. To prevent this unintelligent imitation of worked examples, it will be found best to supply children with a book containing questions only, no hints as to methods being given." The pupils themselves should be made by carefully adjusted *viva voce* questions to give the methods and explanations. From questioning we are led to a consideration of the progress shown by the answers. "As the pace of a cavalry charger is that of the slower horse, so the bottom child of the class regulates the rate of progress. A teacher's merits are often judged from the progress of his best pupils, who probably need very little teaching, but get on almost without help. The real test lies in the progress of the tail of the form; the shorter the tail, the better the teacher. The bottom children should be plied with numerous questions, with occasional questions to the others just to keep them awake; the subject must not be left until even the slowest have done something. The sharpening of the wits comes far more from this question and answer drilling than from the subsequent written work." Mr. Willis warns us against excessive explanation in *viva voce*. Some difficulties should be left; at first the rule should be withheld and examples given which suggest the rule. The rule should be formally given when all possible mental training has been got. Rules and formulae are the easiest and speediest road to the immediate goal of success in examination or inspection, "but at the end of the school career the rule and formula crowd will be found far behind those who have been taught to rely more on their thinking power." The preceding remarks are illustrated by questions on the addition of fractions. The article contains a sting at the tail: "As headmasters have probably taught very little arithmetic" in their past career and teach less at present, as inspectors are in a worse case, having often had but little experience in teaching that assistant-masters are the only persons with sufficient experience and knowledge of this sub-Indian teacher should keep the following ever in mind. "The mental practice in rapidly solving a problem must produce more read of

accurate thinking in the written solution, so that the time apparently wasted in *viva voce* drill will very soon be found a good investment even as regards written work only."

Equally useful reminders are to be found in Mr. Latter's article on Object Lessons. Our experience of the object lesson as given in India is that the object lesson is frequently regarded more as a means of imparting information than as a means of training in observation and reasoning. Very often it consists of a number of notes, which the class proceeds to take down with more or fewer errors. Recently a paper was set on object lessons, and our attention was drawn to serious errors in the proof. On enquiry we were told that the words complained of were as written in the note-book of one of the children. In many 'object lessons,' the object that ought to be presented to the pupils is not shown at all, such 'object lessons' had better never be given. All who have to teach object lessons would do well to ponder the following remarks that occur in the course of Mr. Latter's paper: "The purpose of object lessons is not to impart information, but to train the faculty of observation—to teach the child how and what to see, how to reason on the facts obtained, and thus from the study of a few simple natural objects to arrive at a knowledge of some of the simplest scientific truths. Granted this much, in what form and shape should the lesson be given? Many teachers, being compelled by force of circumstances to teach large classes, and having before them the prospects of examination and inspection, yield to the temptation to produce immediate results as evidenced by knowledge obtained, instead of making the members of their classes find out facts and relations each for himself. Many proceed to tell the class the very things which should be held back until the children have themselves made the discoveries. That is to say, in the hands of such teachers the object lesson becomes a lecture, illustrated, perhaps, by specimens, but still a lecture, and not a piece of individual research on the part of each pupil. This latter it must be if it is to attain its goal."

Miss Nellie Dale, one of whose Readers we reviewed last month, writes on word-building, and her article should prove useful to teachers of young children. Miss Fanny Johnson writes on Folk-plays and Folk-education with special reference to the Warwick pageant. There is an article on the 1906 Code for Public Elementary Schools. Of the seven innovations in the New Code the provision for organized games and that for moral training receive hearty commendation. Mr.

F. L. Lowther writes on the use of Lantern Slides in Teaching. We recently referred to this point in writing on certain auxiliaries to Teaching in our June number. Valuable as are Mr. Lowther's remarks we fear the time is not yet for us who are in India to avail ourselves of them. Miss G. McCroben, Headmistress of the Wakefield Girls' High School read a paper on 'Geographical Apparatus' at the annual Conference of the Association of Headmistresses. This paper is reproduced by the *School World* with illustrations. A very useful paper is one on 'Recent Movements in the Teaching of Elementary Arithmetic': the recommendation of the British Association Committee and those of the Mathematical Association Committee are given. There is also the Report of the Institution of Civil Engineers, and the views of the Board of Education as contained in 'Suggestions for the consideration of Teachers' are indicated. The paper continues: "a course of work conceived in the spirit of these 'suggestions' would meet with the approval of most advocates of reform in the teaching of Arithmetic in Elementary Schools. What is now required is that the principles described in the Blue-book should be raised from the plane of pious opinion to that of actual practice..... It is undesirable to give here a detailed syllabus of a school course in arithmetic but a useful purpose may be served by pointing out some existing defects and indicating directions in which improvements are required." Accordingly we find a number of valuable hints on fundamental principles, the method of approach and so forth.

School. Mr. H. Bompas Smith writes on the Theory of Discipline in which he pleads for guidance rather than repression of the boy's natural bent, for free activity of the pupil, and an atmosphere of active co-operation between boys and masters. Miss Nora Usher in 'How the Germans learn English' gives an interesting picture of a private tutor's experiences in Hamburg. "The extraordinary amount of plodding perseverance with which the average German is endowed stands him in good stead. Can you imagine a London clerk slaving in his office from 8 A.M. till 9 P.M. on week days, and till 2 o'clock on Sundays, going two evenings a week at 9.30 P.M. to an English lesson—going to it, moreover, with long lists of verbs duly prepared and pages of idioms learnt by heart? Can you picture a busy London physician, or a prosperous merchant, in the early morning, before the work of the day, devoting some hours weekly to perfecting himself in a foreign language, and visiting his teacher like a school-boy? It is by means of this faculty of adapting himself to circumstances and his dogged determination, re-

gardless of personal inconvenience, to carry through any undertaking that is for his ultimate benefit, that the German is gradually wresting trade of the Briton from him." Mr. T. S. Morton, in 'Small Latin and More Greek,' suggests a reversal of the usual order of things in which a boy first takes up Latin, and then, some years later, Greek. He gives as his reasons for thinking Greek to be a more satisfactory subject of study than Latin in the early stages of a school career:—(1) From Greek we can get a much better idea of the spoken language than we can from Latin, and since languages are now treated as living tongues, not as grammatical problems, Greek is a better starting point than Latin. (2) He thinks that when junior students are so far advanced as to attempt the reading of an easy classical work, Xenophon is far superior to Caesar. It is far better suited to the tastes of young students. The language is easy, the narrative is absorbingly interesting. (3) The Greek Drama, perhaps of all ancient literature, makes the strongest appeal to young minds. The Latin Drama has nothing to compare with it. The argument that Latin, as the mother of so many European languages, must take the prior place, he thinks has more force in later years when French has been mastered. (4) Greek Grammar is simpler and the order of words is more like our own: the larger part played by prepositions and the existence of an article make the language less strange to a beginner. Mr. Irwin Crookes writes on the teaching of Mensuration. This subject, not as yet taught widely in India, is likely soon to receive increased attention. It appears, for instance, as a compulsory subject for boys in the New European Code. Teachers of Mensuration would find this a profitable article to read. Mr. Kingswill Moore continues his articles on Mr. Griffith, a pioneer Inspector in Ireland, 1820-1830. The Public School described and illustrated is the Charterhouse. The moving of the school from London to Godalming is a fine chapter in the story of modern education. We are not surprised that Mr. A. R. Haig Brown, in spite of all efforts, cannot refrain from glorifying his father, who made the school what it is, and was himself responsible for the move, and the erection of the new school. Mr. Walker writes on 'School Engineering—Cold Storage and Lighting.' Mr. E. Young writes on 'London as a National History Museum.' Like Johnson, he invites us to walk down Fleet Street and points out historic sites and houses. A woman describes the New Code for 1906 from her standpoint. The last article has the fearsome title, The Neuphilologentag at Munich.

Indian Education. Mr. Michael Sadler continues his notes on Education in England. Mr.

W. Egerton writes on 'Female Education,' with reference to Bengal, and more especially with reference to Orissa! The bulk of the article is not very informing, but it is interesting to learn that the people of Orissa seem to have realised the value of female education. The number of girls attending schools has risen in the Balasore District alone from about 2,500 to 7,000 in the last four years. J. N. F. writes on the Definitions of the Parts of Speech. P. Parthasarathy writes on Kindergarten Teaching in India. A scheme for childrens' drawings is given. Two evenings ago we paused in our examination of these magazines and began to think of school furniture, the school desk, usually of the same pattern both for big and little boys. On resuming our reading, we opened *Indian Education* and came at once on an article by J. N. F. on this very subject. He points out that desks present a difficult problem because they have to serve three different and inconsistent purposes, viz., (1) for boys sitting to write, (2) for boys sitting to read, (3) for boys standing. In the course of his remarks he emphasizes by italics the importance of all the desks in a class-room not being of the same size, just as the boys never are. There should be at least two sizes. J. N. F. continues his 'Hints to Teachers.' Other articles are Public Instruction in the Punjab, The Proposed Curriculum for Eastern Bengal, which extends to fourteen pages.

The Christian College Magazine.—The Rev. Dr. Taylor writes on the Missionary Martyrs of Thana, near Bombay. Four Franciscan priests were murdered here in the early part of the fourteenth century. The account is drawn principally from the writings of the Dominican Friar Jordanus, who was in the immediate neighbourhood at the time and from those of the Minorite Friar Odorico de Pordenone. An interesting picture of those far off times is presented. Dr. Miller writes on that great and strong man, regarded by factions in such opposite lights, John Graham of Claverhouse. Mr. L. K. Anantha Krishna Iyer continues his interesting article on the Kadars of the Cochin State. The Ganga-Jatra, a curious non-Aryan religious celebration is described by Mr. N. Chandra Sekkaran.

Reviews and Notices.

HANDBOOK TO SHAKESPEARE'S WORKS, BY MORTON LUCE; (GEORGE, BELL AND SONS).

This book attempts to embody all recent researches and aims at illustrating principles while it supplies information. Mr. Morton Luce crosses swords with Dr. Bradley and with all who think that "we can approach the tragedies of Shakespeare unattended by our fundamental notions of right and wrong," that the purely æsthetic attitude is alone to be adopted. Chapter I is Preliminary. The Second Chapter deals with the age of Shakespeare. The Third is Biographical (History and Tradition). The Fourth is Biographical (Literary). The Fifth contains a summary of the works of Shakespeare. The Sixth, running to over three hundred pages, gives an introduction to each play. The Seventh deals with the Philosophy of Shakespeare, and the Eighth and last with the art of Shakespeare. There is a Bibliographical Appendix and another on Metre, etc.

Great compression is of course necessary if in a single volume an author manages to give some notice of each play. It becomes a question what to choose and what to reject. Taking *The Merchant of Venice* in illustration, we find the sources treated sufficiently for the purposes of all but specialists. Characterization is confined, and wisely, to Shylock and Portia. The following passage will show how far Mr. Morton Luce goes in characterization: "We begin with Shylock on whom so much has been written: and it may be sufficient for the purpose of this manual if I call attention to two important considerations which have been either disregarded or lightly urged. Apart from drama, apart also from any question of his morality, Shakespeare's opinion of Shylock, Joan of Arc, and even of Malvolio, would differ at many points from a modern estimate of such characters, and it would contrast unfavourably with that estimate; if it were not so, the history of civilization and the ideal would be a history of retrogression. Next, let us judge him from a contemporary standpoint. Here Shakespeare invariably shows to an astonishing advantage; but, as it happens, in this instance we have the unequivocal testimony of Marlowe's Jew; in this monster we recognize with a shudder what Shakespeare might have done; or we put the case thus: In view of his own sixteenth century estimate of long-standing popular prejudice, and of the clamour of the groundlings, he has been most temperate and most tolerant and true to life in his delineation of the Jew." The advanced student cannot expect to find in a work of this compass adequate treatment of every point, but the rather more than average reader who, when

reading Shakespeare, likes a handy reference book, will find this work suited to his purpose.

THE SKETCH BOOK, WASHINGTON IRVING; (GEORGE, BELL AND SONS).

This is a recent addition to the well-known 'York Library.' We do not propose giving any detailed notice of this famous work. Every year makes more remote the age drawn for us by Irving's ready and graceful pencil. We open the book at 'The Stage Coach.' Stage coaches there are of course even now in certain parts of England, Wales, Ireland, Scotland, but how changed the times from those pictured by Irving! The stage coach—as an important factor in European life is gone, banished by steam. Among other famous papers in this volume are of course Rip Van Winkle and the Legend of Sleepy Hollow.

ALGEBRA FOR ELEMENTARY SCHOOLS, BY BAKER AND BOURNE; (GEORGE, BELL AND SONS).

Here Elementary Algebra is presented in three stages, each stage having a neat little volume to itself. The text is clear; there are numerous worked examples, copious examples for exercise. There are graphical illustrations and examples for exercise and also revision papers. The First Stage deals with Negative Quantities, Brackets and the Four Rules, in addition of course to Definitions. Stage Two comprises Simple Equations, Easy Problems, Resolution into Factors, H.C.F., L.C.M., Fractions, Simple Identities, Harder Simple Equations involving Fractions. Stage Three includes Simultaneous Equations and Problems involving them, Complex Fractions, Square Root, Quadratic Equations, Literal Equations, Indices. The price of each in thick paper cover is 6d., and each fairly represents a year's work.

THE WORLD AND ITS PEOPLE, THE BRITISH EMPIRE; (T. NELSON AND SONS).

This is one of Nelson's well-known Geography Readers. Let us see what is said about India. Seventy two pages are devoted to 'Our Eastern Empire.' The voyage to India is described and copiously and beautifully illustrated. The physical features of India are described, then we have a coasting voyage from Karachi with small but clear pictures of Bombay (3), Colombo (1). From Pondicherry we proceed to Singapore by the rather unlikely route via Calcutta and Rangoon, but this course serves to introduce a picture of Madras and of each of the cities mentioned

above. There is a chapter on the Indian climate, another on Indian plants, animals and men. Four chapters describe Indian cities and, incidentally, travelling in India. There is a coloured picture of the Taj Mahal, and a glowing picture of the Delhi Darbar that makes our eyes ache. If the real thing was anything like the picture, we pity those who were present. The other parts of the Empire are similarly described. A most useful book for English or for Indian children to read.

SELECTIONS FROM TENNYSON'S IN MEMORIAM (THE SIMPLE LIFE PRESS.)

A cheap but well-printed selection of stanzas, forming Number Twelve of the Simple Life Series.

CHILD LIFE IN OUR SCHOOLS, MABEL BROWN; (GEORGE PHILIP AND SON).

Miss E. P. Hughes contributes a preface in which she says, 'There are probably many teachers who have neither time nor inclination to wade through the many books (and some of them are very dry, especially in translations!) in which the wisdom of Pestalozzi and Froebel are embedded.' Miss Brown has, as it were, turned this wisdom "into current coin".....with which we can buy success in our English school life. I recommend this book to all earnest and humble learners." Time-tables and syllabuses, Nature study and Schemes of work, Geography and Nature study, Reading, Writing and Arithmetic, Kindergarten occupations, Stories and Recitations, Physical Education and Hygiene, Discipline—these are the topics handled. All teachers in charge of young children should read this book.

A PROGRESSIVE COURSE OF COMPARATIVE GEOGRAPHY, P. H. L'ESTRANGE; (GEORGE PHILIP AND SON.)

This does well and on a large scale what a good teacher of Geography would accomplish in part at great expense of time and money. It is a lavishly illustrated Geography. No teacher could hope to acquire or make the 177 pictures and diagrams, and 172 maps and diagrams in colour. Let us sample the book and turn to India. The history of the country, its races, its surface characteristics, its climate, vegetation and population are all very briefly touched upon. It is assumed that a ship canal is being actually constructed through Adam's Bridge. When reference is made to indigo the German artificial product competing with it is mentioned. We

have charts illustrating (1) winter and summer conditions of weather, (2) vegetation, (3) population. Photographs of exceptionally clear definition illustrate the text; among these are a typical road in Ceylon, a street in Colombo, a temple in Calcutta, part of Singapore Harbour. Then comes a map, a small one it is true, but one which avoids the common error of overcrowding. Only the large towns are given, but the coalfields, principal auriferous areas, areas producing precious stones, naval ports, the principal railways and steamer routes are shown. The steamer routes are too few to be serviceable. As regards Madras, for instance, the Madras-Calcutta, Madras-Colombo routes alone are given, the Madras-Rangoon and Madras-Singapore routes being omitted. There is no very great detail anywhere, but the maps and plans make the book a useful book for illustration and reference, while its beautiful get-up gives it an additional claim to a place in a school library.

A HANDBOOK OF ENGLISH GRAMMAR AND TRANSLATION (TAMIL-ENGLISH), J. T. SADASIVA IYER; (AMERICAN MISSION PRESS, JAFFNA.)

The book contains errors of spelling and idiom in the Tamil exercises. In Exercise G. 70, the number of the noun is to be changed in: The cow's food is grass. The lady's love was turned into hatred, &c. Such sentences as 'cows' foods are grasses,' the ladies' loves were turned into hatreds, are certainly bad English, yet these must be the answers required. On p. 57, the readers are told that (1) when the verb is intransitive a sentence consists of two parts only, Subject and Predicate; (2) when it is transitive it consists of three parts, Subject, Predicate and Object. This is illogical. How would Mr. Sadasiva speak of 'The dog is struck by John?' We cannot recommend the book.

A MANUAL OF TRANSLATION, R. VENKATARAMA AIYAR; (HINDU ED. TRAD. CO., KUMBAKONAM.)

The book in its get-up and contents shines by contrast with the book just reviewed. It is a very good attempt to meet the felt want of a translation manual. The conversion of long involved Tamil sentences into correct, elegant English is a most difficult task. Mr. Venkatarama Aiyar has been rather too conservative and if he had himself more boldly practised the splitting up of long cumbersome English sentence on p. 94 have gained. On p. 466 of this number a remark on the advisability of having English revised, when written by I.

Indian Educational Notes.

MADRAS.

European scholars. Had this been done the book under review would have gained. We notice for instance on p. 93, 'Many sell for maintaining themselves,' an idiom which some of our best scholars will persist in using, and which therefore betrays the Indian authorship of many a document. There hangs in every school, police-station, etc., a printed notice about care to be exercised by Europeans in shooting near temples, villages, etc. At the foot is 'for being hung up in your office.' How such bad English came to be circulated by the Government of India, we cannot say, but it must have been an Indian who penned the direction at the foot.

JUNIOR ARITHMETIC, EXAMPLES, BORCHARDT; (RIVINGTON'S).

In our July number we reviewed this arithmetic. In the present volume the examples alone are given.

MATEO FALCONE; (RIVINGTON'S).

There are two stories in this book. The first, which gives the book its name, is the story of an Italian villager who shot his son for betraying a brigand to the soldiers. This is rather a gory subject for a Junior French Reader. There is a misprint on p. 19. It has oral and written exercises, the questions being in French.

LE BARON DE FOURCHEVIE; (RIVINGTON'S).

A story of a retired tradesman who sets up as an aristocrat. A good point about the book is that there is no vocabulary. Like the previous book it has English passages based on the text and questions in French for oral work. Surely a teacher of French should make these for himself.

A FIRST BOOK OF ORAL FRENCH COMPOSITION, W. G. HARTOG (RIVINGTON'S).

The preface explains the best way of using the book. Instead of the usual short anecdotes, fairy stories are used as fresher and more interesting.

SIXTY-SEVEN members (including eight ladies) of the Madras Primary Teachers' Association met recently at the Purasawalkum centre in S. P. G. Primary School, Tanna Street, Purasawalkum. Mr. P. K. Sundaram Iyer, B.A., the Secretary of the Association, gave five practical demonstration lessons in Tamil on "the dog" in connection with the various kindergarten occupations as adapted to the five Standards, Infant to Fourth, according to the system of Miss C. L. Gillingham of the Teachers' College, Saidapet. He drafted a general school time-table too, fit for Elementary boys' schools, comprising the various kindergarten subjects. He strongly advised the members to introduce in to Elementary boys' schools the following subjects: (1) Vernacular Conversational Lessons; (2) Kindergarten Stories and Songs; (3) General Stories; (4) Varieties of (a) games, (b) drawings and (c) memory tests and exercises on the use of the senses on objects, on numbers, words, sentences and on short information lessons according to the requirements of the various standards. The meeting was dissolved after a vote of thanks to Rev. R. U. Potts, M.A., Principal, S. P. G. High School, Vepery, for his kind permission to use the School-house for the meeting, and another vote of thanks to Mr. A. A. Hall, M.A., Principal, Teachers' College, Saidapet, for lending the necessary materials for the lesson to be shown to the members.

THE Executive Committee of the Royal Reception Fund, Madras, lately met at the Senate House and passed the following among other resolutions:

1. Resolved that the accounts as audited be passed.
2. Resolved that Rs. 10,000 be invested in approved securities and handed to the Council of the Victoria Technical Institute, Madras, with a request that out of the interest accruing therefrom one or more scholarships to be called the "Prince of Wales' Scholarship," be awarded under rules to be framed by the Council.
3. Resolved that Rs. 5,000 be invested in approved securities and handed to the Committee of the Victoria Caste and Gosha Hospital, Madras, to found two beds in the name of Her Royal Highness the Princess of Wales.

FOLLOWING is an extract from the proceedings of the Missionary Council on Aided Education, which was held recently:—The attention of the Council was called to the leading article in the *Madras Mail*, in which the following sentence occurs:—"The fact that the Code has met with the all but unanimous approval of both Managers and officials is evidence that it involves the minimum of necessary change and is progressive without being revolutionary." The Council is not aware that Managers have had any opportunity of pronouncing any opinion on the matters contained in the Code except in so far as these were brought before the Conference held at the call of the Director of Public

Instruction on 24th and 25th October 1905, at which not more than a dozen Managers were present. At that Conference the Draft Code was not presented; no hint was given of the proposal to put girls' schools on the same footing as those for boys, and the question of female education was excluded from the discussion; nor was any hint given of the proposed reduction in the exceptional rates for pupils belonging to the backward classes. In these circumstances the Council takes exception to the statement above quoted with regard to the "all but unanimous approval of the Managers," and authorises the Secretary to make this public.

THE Quarterly General Committee Meeting of the Christian Association for the Education of the South Indian Blind was held recently in the School-room, Christ Church, Mount Road, the President, the Hon. Mr. J. N. Atkinson being in the Chair. The Visiting Committee reported that work in the school (which is situated in Narasingapuram Road, off the Mount Road, between Messrs. Framjee's and Messrs. Wiele and Klein's) was going on satisfactorily. Progress was being made in the Industrial Department, the pupils turning out excellent work in *khush* blinds and bamboo chicks. Sales to the extent of Rs. 181 had been made during the six months, January to June, 1906.

The Honorary Treasurer submitted a financial statement for the same period showing a total expenditure of Rs. 953-14-6. Income from subscriptions, Government Grants and Sales totalled Rs. 985-15-7, which with Rs. 639-15-1 brought forward from last year left a balance at the end of June of Rs. 672-0-2. The Honorary Treasurer also intimated that the greater part of the annual subscriptions and donations usually given had already been collected, and that the income for the second six months of the year was likely to fall considerably short of the expenditure. Various methods of improving the Association's financial position were discussed, and the Committee expressed the hope that new subscribers would be found in sufficient numbers to enable the Committee to carry on and extend its work among the blind.

THE Annual General Meeting of the Students' Literary Association, Coimbatore, was held recently at the Victoria Town Hall, with Mr. K. Chowdappier, B.A., B.L., Vice-President, in the Chair. The Report for 1905-06, which was read by the Secretary and adopted, showed that there were 131 members on the rolls, and that the receipts from subscriptions amounted to nearly Rs. 500. Twelve public meetings were held during the year, all of which were well attended. The Library and the Reading Room continued to be very popular; but there were very few additions to the Library during the year. Efforts have been made to secure the old Caste Girls' School, now occupied by the Office of the Assistant Inspector of Schools for the Association, which is now located at the Town Hall. The papers regarding this are now with the Director of Public Instruction who, it is

hoped, will see his way to hand over the old school building to the Association. After the adoption of the Report office-bearers for the year 1906-07 were chosen.

SIR Arthur Lawley, the Governor of Madras, lately visited the Lawrence Asylum, Ootacamund. He was accompanied by Major-General G. Simpson, C.B., the Acting Principal and Secretary of the Asylum, the Collector of the District, the Military and Private Secretaries, his Aides-de-Camp, Major Leet-Palk, I.M.S., and other members of the Committee. His Excellency drove direct to the Girls' School, and was there met by Mr. Maddox, in residential charge of the Asylum, and Miss Green, the Head Mistress, who took the party round the Girls' School premises. His Excellency went from class to class, from dormitory to dormitory, and had a good and kind word to say here and there, and glanced at the children's work and enquired after their comfort. He set even the smallest girls at ease by his kindly manner, and left the female branch, highly pleased with all he saw. He expressed himself in encouraging terms to the Head Mistress, and asked for a holiday for the children. Leaving the Girls' School he walked, with his suite, to the Boys' School, where the Headmaster, Mr. Maddox, received him, and conducted him over the class-rooms, store-rooms, chapel, dormitories, museum, kitchen, refectory, and lavatory. His Excellency was full of enquiry and interest, and appeared quite satisfied with everything. He spoke encouragingly to almost every one he saw, especially to the veterans of the Military Staff—to Senior Sergeant Light, the Steward, Sergeant-Major Curtis, R.E., and to Sergeant Smith. Never before had a Governor of Madras shown such a deep interest, to judge by his numerous questions in the Asylum, which augurs for its success. His Excellency tried to cover as much ground as he could, but though more than two hours had passed since his arrival, he could not visit all the departments of the Asylum, and promised to make another visit at an early date. Before leaving, he assured Mr. Maddox that he was highly pleased with all he had seen; he had found the boys cheerful, and he said that everything gave evidence of the fact that the pupils of both Asylums were well and carefully looked after. Miss Atkinson received the party at tea, after which they drove away in very delightful weather.

Efforts have been made to build a Science Laboratory and Show Room in the Stanes' High School, Coimbatore, in honor of Mr. R. Stanes, who for over forty years has been maintaining the Institution at no small cost. Subscriptions are being raised from the "old boys" and the public. Plans and estimates for the building have been submitted to the Director of Public Instruction for sanction.

RAO Sahib Pyda Venkata Chalapati of Cocanada, has given Rs. 10,000, in addition to the Rs. 3,000 already given by him and his brothers, towards the erection of a Temple

Cocanada. He has presented a site worth Rs. 2,000 for the building and has also paid Rs. 2,000 for fitting up the newly constructed additional buildings of the Pittapore Rajah's College, and a donation of Rs. 400 for the improvement of the Sanskrit Pathasala.

With regard to travelling allowances for University Fellows attending meetings of the Senate in Madras, the Government have ruled that they can be granted only to Fellows and Members of Faculties, Boards of Studies or of the Syndicate, attending meetings other than the Convocation or other than meetings held solely to recommend a Fellow for nomination by His Excellency the Governor to the Legislative Council.

Dr. A. L. Pennell's Football team from the Punjab visited Bezwada lately and played a team from the local High School. The match, however, ended in a draw, neither side making any goal. The Punjab men played with their shoes on, and the performance of the Bezwada boys, who met them barefooted, was admired by everybody. At Masulipatam, Dr. Pennell's team was met by a combined team from the Noble College and the C.M.S. Normal School, and was defeated by 2 goals to 1. At Guntur it fared better, beating the A. E. L. M. College by 7 goals to nil.

The portrait in oils of the late Mr. A. Vaithialingam Pillay, of the Coimbatore College, executed by Mr. Dastagiri, was recently unveiled by Mr. E. H. Elliot, the Thomas Memorial Hall attached to the Coimbatore College. Mr. K. V. Srinivasa Iyer, Secretary to the Memorial Committee, announced that a sum of nearly Rs. 1,300 had been collected and a good sum promised was yet uncollected. The form of the memorial has yet to be decided, and depends on the sum of money available, after the oil painting has been paid for. Before unveiling the picture, Mr. Elliot made feeling references to Mr. Vaithialingam Pillay, whose high character and attainments and strict devotion to duty had endeared him to all his pupils.

ONE of the Resolutions that was placed before the North Arcot District Conference was as follows:—

"That this Conference is of opinion that the time has arrived for a system of free and compulsory education to be introduced as a tentative measure in certain select areas such as Vellore and Chittoor for children between certain ages, namely 7 to 10 for girls and 7 to 12 for boys."

In moving this Resolution, Mr. P. S. Raghava Chariar, Head Master, Mahant's High School, observed that only six per cent. of the population were literate whereas in the civilised countries of Europe 90 per cent. of the population were literate. Further the expenditure in this country on education was very little as compared with the expenditure in compass countries. It was a truism to say that the Indian were very backward; and the only

remedy was to inaugurate a system of national education providing for the imparting of free Compulsory Primary Education to the masses of the population. The experiment of providing Compulsory Education had been tried in Baroda during the past ten years, and the success that had attended that experiment was very encouraging. If a similar experiment were tried in India it was computed that the cost of Compulsory Education would amount to 10 p. c. of the public revenues, which was not a disproportionately large portion to be spent on that important object. The attitude of the Government was altogether in sympathy with the spread of Primary Education in this country. In Bombay an attempt was recently made by the Corporation to provide for free education within Municipal limits, and there was no reason why a similar attempt should not be made by Municipal Councils in this Presidency.

Mr. Swami Iyer of Vellore seconded the Resolution and pointed out that both boys and girls should be equally educated.

Mr. A. C. Parthasaradhi Naidu of Madras supported the Resolution in an eloquent speech in Telugu. He said that the gift of Free and Compulsory Education was the greatest boon which the Government could confer on the people of this country. The Resolution was carried unanimously.

The following Resolution was next passed by the Conference on the motion of Mr. P. S. Raghava Chariar, seconded by Mr. Rajavelu Mudaliar:—

(a) "This Conference regrets to observe the omission from the Madras Educational Grant-in-Aid Code of the provisions for poor pupils and poor schools, as well as the provision for special grants in the case of children of the backward classes and girls which were included in the Grant-in-Aid Code in previous years and requests the Government to restore those provisions. (b) The Conference also requests the Government to extend to the children in all schools receiving a Government grant the privilege now given to European children under Regulation 6 (a and b) of the Code of Regulations for European Schools thereby permitting the parent of any day-scholar to withdraw his son from any religious instruction given in any school without forfeiting any of the benefits of the school. (c) The Conference further requests the Government to modify the Regulations for building grants under the Grant-in-Aid Code on the lines of those embodied in the Regulations for European Schools."

Mr. Arthur Mayhew, Inspector of Schools, recently examined the United Free Church Mission School and the Native High School, and inspected the Reformatory, Ghingleput. Mr. Mayhew is an ideal Inspector, full of enthusiasm, and wherever he goes he inspires the teachers with new ideals. He believes not in destructive but in constructive criticism. Mr. Mayhew, at the close of his inspection, held a meeting, at which the teachers of both High Schools were present, when a model lesson was given followed by criticism. At the Reformatory, he expressed himself very pleased with the drill of the

boys, and asked Mr. Coombes for permission to allow the instructors of the other schools to see the drill of the Reformatory boys, with a view to their adopting the same system.

THE Annual Football Competition for the Silver Cup trophy subscribed for by the citizens of the town was decided recently. The first match was played between the Mission School and the Native High School, and ended in a draw. They were pitted against each other again, and this time the Mission School scored a goal by a member of the opposite team sending the ball through his own goal posts. The Reformatory team met the Mission School, and from start to finish the play was more or less in the hands of the Reformatory boys, the Mission School defending themselves from repeated attacks. During the first half of the play, the centre-forward of the Reformatory team broke his arm in a fall, and before the game was concluded, one of their forwards sprained his ankle, the team being thus reduced to nine players. But in spite of it, the Reformatory boys carried off the Silver Cup by 2 goals to nil. The win was a popular one, and great credit is due to Sergeant Preston, who coached the Reformatory team.

A DISTRICT Educational Conference was held at the Coimbatore College, and Mr. T. T. Logan, Inspector of Schools, presided. The attendance was not large. It was decided that a Provident Fund for teachers in private schools should be established; that a Central Educational Museum should be opened at Coimbatore; that the pay of the masters of the Elementary Schools should be raised so that it may not be below 10 rupees a month and that the Revenue authorities should be requested to instruct the Village authorities to maintain a correct Register of births and deaths in view to the accurate age of the boys in Primary Schools being ascertained from such registers.

MR K. Santanam, B.A., who passed out of the Presidency College in 1904, with first class honours in History, proceeded to Bombay en route to England, where he goes to compete for the I. C. S. Mr. Santanam comes of a highly respectable Vaishnavite Brahmin family and is a nephew of Mr. A. Rangasami Iyengar, Revenue Commissioner, Mysore.

THE statement, to the effect that the Convent Girls' School, Palghat is to be abolished at an early date, is contradicted. The first announcement was made by a responsible Commissioner at a Municipal Meeting, we are given to understand that the Convent authorities apprehended some difficulty in continuing the school under the New Code, as the European Community in the Station is not sufficiently strong, and hence applied to the Director of Public Instruction. The Director has now issued proceedings that the school cannot be recognised under the Code for European Schools,

but the Institution will not be abolished but continued as a "non-European School." The Institution will hereafter be thrown open to all classes alike.

The opening ceremony of the Princess Victoria Mary Girls' School at Cherupalcherry, took place recently, before a large gathering. The Olappamannamana Senior Nambudripad presided on the occasion, and Dr. A. Govinda Menon of this town gave an interesting address on Female Education.

A COMMERCIAL Institution has been opened at the premises of the Hindu Union Middle School, Pursawalkum, Madras, under the designation of "Pursawalkum Commercial School," to impart instruction in book-keeping, the theory and practice of commerce, banking, and commercial geography, (Elementary and Intermediate Grades), daily from 6-30 to 8 P.M., Sundays and commercial holidays excepted, so as to suit the requirements of the pupils preparing for the Government Technical Examinations, and the London Commercial Examinations as well as to afford a training in the modern business methods of Mercantile Firms and Banks.

At the meeting of the Executive Committee of the Mahomedan Educational Association of Southern India held lately, it was announced that applications received from the following students were reconsidered by the Committee and scholarships were granted:—Mahomed Zahiruddin, Senior B. L. class, Law College, Madras, Rs. 10 per mensem; S. J. Ahmedulla Ghatala, Junior F. A. class, Christian College, Madras, Rs. 5 per mensem; and Hamid Hussain Badsha Sahib, Junior F. A. class, Christian College, Madras, Rs. 5 per mensem; that a sum of Rs. 276 was received from the Hon'ble Mr. Justice Boddam, being Rs. 240 his donation to the Scholarship Fund, and Rs. 36 his monthly subscription for one year; that a sum of Rs. 50 was received from Khan Sahib Mahomed Azizuddin Sahib Bahadur, being his subscription to the Duty Deputation of Aligarh; that the Prince of Arcot had paid a sum of Rs. 50 as the second instalment of his promised contribution to the National Fund.

It will be remembered that the Breek's School Trust Deed provides for the education of the better class of natives of this station. When Government took over the Breek's School and made it a class school for Europeans and Eurasians the education of the better class of natives had to be still provided for. Accordingly, Government have issued final orders opening a Government School for the better class of natives in which the fees will be slightly higher than those charged in Municipal Schools. The management of the School will be in the hands of the Municipal Council, but the total net cost will be paid by Government. The fees now charged for poor children in Municipal Schools will be altogether removed at the time the Breek's School was taken over of Mahomedan Community sent in a mss, the Government, and with the provision of 54

it will be seen that Government have in nowise ignored the provisions of the Breek's School Trust.

BOMBAY.

THE Bishop of Bombay, presiding at the Prize Distribution of a group of Parsee Girls' Schools, had some interesting remarks to make on the study of the Vernaculars by natives of India, in the course of which he said that when he was at Mauritius he found that the natives of India there had almost forgotten their own fine vernaculars and had substituted Creole.

PROFESSOR Kanitkar, Professor of Science in the Fergusson College, Poona, lately met with an accident during class hours. He was engaged in making experiments in the Intermediate class when the test tube in which he was heating paraffin over a spirit-lamp burst and scattered its contents on all around. The professor and a student named Wasantgadkar were badly burned about the face and hands, and some of the other students standing close to the table received injuries from small pieces of glass. Dr. Shikare, Assistant Civil Surgeon of the Sassoon Hospital, was immediately sent for, and treated those injured.

THE Bombay Government have decided that the course of training for Civil Medical pupils at the Medical Schools in the Presidency shall, as in the case of Military pupils, extend over four years instead of three years, as at present. The change will take effect from November 1906.

MR. Dossabhai R. D. Setna, M.A., B.S.S.C., M.S.A. (London), has been appointed Acting Professor of English in Gujerat College, Ahmedabad.

EASTERN BENGAL.

THE Chief Secretary to the Government of Eastern Bengal and Assam has addressed the following letter to the Secretary, Indian Tea Association, Calcutta:—

I am directed to inform you that it has been decided to institute enquiries in regard to the question of improving the educational facilities which are offered to the children of tea-garden coolies, and that Captain W. M. Kennedy has been placed on special duty for this purpose. I am to express a hope that superintendents and managers of tea gardens will afford Captain Kennedy assistance in collecting information and in arriving at a conclusion upon this difficult subject.

Training are no doubt aware that this question has, a time past, been receiving consideration. The Education of Ceylon and that it has making attention in Parliament. In 1904, special

enquiries were instituted in Ceylon and a number of official papers were published, a noticeable contribution being a Report by Mr. S. M. Burrows of the Ceylon Civil Service. In 1905 the question was further examined by a Commission appointed to consider the extension of education generally in the Island. The Report of the Commission has been published by the Ceylon Government as Sessional paper No. XXVIII of 1905.

Captain Kennedy's instructions are (1) to ascertain the proportion of children employed on the several estates who have already acquired the rudiments of education, i.e., elementary reading and writing and simple arithmetic, (2) to inform himself as to the character and sufficiency of existing schools and the extent to which advantage is taken of them, (3) to enquire into the extent, if any, to which coolie children are sent to receive education elsewhere than on estates to which they belong, (4) to enquire into the causes which have prevented the wider spread of schools upon tea estates, (5) to report upon the extent to which, and the means by which it is practicable to bring coolie children under instruction.

In consultation with the planting community, Captain Kennedy will make definite proposals for improving the existing condition of education upon tea estates, and the Lieutenant-Governor feels sure that the experience and advice of members of this community will be placed ungrudgingly at his disposal.

BENGAL.

THE growing importance of the educational needs of the children of the domiciled Europeans in India is creating quite a ferment of activity among European Schools in Calcutta. A proposal to remove the well-known old Free School from Calcutta to Ranchi has been negatived, and the school will remain in the neighbourhood of Calcutta, to which it has given its name. The Calcutta Girls' School, which is controlled by the Christian School Society of the American Methodist Episcopal Church, is to be extended and enlarged at a cost of Rs. 54,000, and La Martiniere for Girls in Calcutta, which has been handicapped by its location in a building which, though situated in ideal surroundings, was not built for a school, will before long be housed in a building worthy alike of the traditions of the College and of its usefulness in the City. Over a lakh of rupees is to be spent in re-modelling the buildings.

MR. G. W. Küchler, Inspector of Schools, Orissa Division, on special duty, is appointed to be Inspector of Schools, Bhagalpur Division, vice Dr. W. Booth, on leave. Mr. L. Tipping, Professor, Presidency College, will act as Inspector of Schools, Orissa Division, vice Mr. Küchler.

At the High Court before Mr. Justice Bodilly, Mr. Sorab applied on behalf of the plaintiffs in the suit of Lawrence Fernandez and others vs. E. M. Smith and others, that the hearing be expedited and that he be granted an injunction restraining the defendants from selling No. 53, Park Street, the only immoveable property belonging to the Doveton Society, until the hearing of the suit, one of the prayers in which was to set aside the decree passed in the old suit.

Mr. Zora said if this property were sold the result would be that the Society would be extinct. This property was very valuable. It had been leased for twenty-one years and the lessee had built shops from which alone he realised Rs. 2,000 a month. If the property was not sold now but kept until the determination of the suit, they could get Rs. 2,70,000 (instead of Rs. 2,50,000 the offer now made) even with the subsisting lease. But if they succeeded in getting over the lease, they could get Rs. 5,00,000 for the property.

Mr. H. D. Bose for Mr. Polson, one of the defendants, consented to the application that the hearing of the suit be expedited.

Mr. Thornhill for the Doveton Society agreed to the application for the sale of the property.

Mr. Graham for the other defendants thought it would serve no useful purpose to expedite the hearing of the suit. His Lordship might remember that in 1903 it was decided that the property might be sold. Subsequently with the consent of the committee the properties were leased for twenty-one years, and the whole income derived amounted to Rs. 750 a month. The Committee then on the security of the title-deeds borrowed Rs. 45,000 from a Bank in Calcutta to meet all liabilities incurred by the Doveton College. This sum was nearly exhausted and the defendants, under the circumstances, thought it desirable to sell No. 53, Park Street, for Rs. 2,50,000. It would be unreasonable to attempt to set aside the lease which had been granted, as the lessee was a man of means, and the money spent in these lawsuits would be simply wasted. From the affidavit of Mr. Shelley Bonnerjee, the Receiver, it appeared that the present financial condition of the Doveton College was very serious. The property was now in the hands of the Receiver, and if he got a better offer than Rs. 2,50,000, he would accept it, and sell the property, and retain the money in his hands for the benefit of the Doveton College.

Mr. Hannah appeared for the Doveton Society, and supported Mr. Graham's application.

Mr. Sinha, who also appeared for the plaintiffs, having been heard in reply, his Lordship directed that the hearing of the suit be expedited, but made no order as to the sale of the property.

THE Thomason Engineering College, Roorkee, will shortly undergo a development the main points

of which were indicated the other day at the Annual Distribution of prizes by the Principal, Major E.H. de V. Atkinson, R.E. The scheme aims at developing the College as a technical institute, and at bringing the numbers of the Engineering Classes up to the maximum that the present staff can teach. The latter object has become desirable owing to the undoubtedly heavy demand for engineers of every grade in India and to the severity of competition in the Entrance Examinations. The workshops at present can accommodate sections of twenty only, and the power available is only about one-fifth of what is required. The first thing will be the installation of engines of sufficient power to meet the new wants. A new laboratory block will also be built, at the back of the College, while accommodation for the enlarged classes will be found by building new class rooms for the lower subordinate and technical classes and re-arranging the rest of the rooms. Thus the current year may be regarded as inaugurating a new era in the history of this highly useful institution.

THE National Council has acquired for its Technical Department for a contract period of three years and as one of its whole-time officers, the services of Mr. B. B. Banade, L.M.E., who has been for seven years Assistant Superintendent of the Victoria Jubilee Technical Institute of Bombay and for one year, Superintendent, Technical Institute, Madras. He will be assisted by a Bengali Technical expert, who will be in charge of the school workshops. It is in contemplation of the Council to bring out from Japan or from the West a Director of Technical Education.

THE Women's Training College scheme is making progress. At a meeting of the Committee held at Bankipore, the Director of Public Instruction submitted a letter from Government sanctioning the scheme for the establishment of a Training College at Bankipore. The subscription list was also submitted, showing that Rs. 720 a month for four years was already promised. Mr. Hasan Iman proffered Rs. 1,200 a year for three years on certain conditions. It was decided to have an European Lady Principal with a Mahomedan and a Hindu lady to be respectively responsible for the general custody of the girls of each community.

THE inaugural meeting of the National University was held at the Town Hall. There was a large crowd present, but the meeting was not as enthusiastic as the other Swadeshi gatherings. Dr. Rash Behari Ghose, who presided, made a speech indicating the scope of the movement, which was to differ from the University in that its government would be purely Indian and non-official. He appealed for more funds. Sir Goro Dass Banerjee asked for unfriendly criticism to wait until the movement had been given a fair trial. Mr. certificates were distributed to the students.

past year. Two donations, one of five lakhs and one of one lakh, are mentioned in the Report.

A RESOLUTION of the Government of India is published in the "Gazette" dealing with the regulations for Calcutta University drawn up by the Committee consisting of members of the Senate which was nominated by the Government of India. The Committee commenced to sit on 9th May and concluded on 9th July. It held 50 meetings, resulting in a complete body of regulations divided into 54 chapters dealing in ample detail with all matters relating to the University of Calcutta. The Government of India having examined these regulations with care and attention now accord formal sanction to them in the precise form in which they left the hands of the Committee. The regulations prohibit the admission of a private student to an examination in a scientific subject unless he has received practice training in a laboratory. They prohibit a College lecturer having a class of over 150 pupils. They deal with the question of application of schools, with the problem of the residence of students, and for the purpose of administering the regulations relating to non-collegiate hostels, etc. Provision is made for the appointment of a Committee of the Senate, of which not less than three members must be Indians. The regulations then deal with the subjects of the Matriculation Examination, the Intermediate Examination and the Degrees of Bachelor and Master of Arts and Bachelor of Science and Law. Chapters 44 to 46 are occupied with the three examinations leading up to the Degree of Bachelor of Medicine, for which the period of study will be six years, or five years in the case of students, who have passed the Intermediate Examination in Science before taking up the Medical course. The Governor-General-in-Council tenders his cordial thanks to the Vice-Chancellor and Committee for the ability, industry and judgment with which they have discharged the arduous and responsible task of drawing up the regulations.

A NATIONAL Weaving School has been started at Santipur by the promoters of the Santipur Desiya Bhandar, Ltd., to impart useful instruction in that art to the young men of Bengal who have determined to earn their bread independent of any service. The authorities of the school have made arrangements for teaching both fly-shuttle and ordinary handloom weaving. They also intend to start a knitting department.

PUNJAB.

THE Director of Public Instruction, Punjab, has just obtained the sanction of Government to grant a stipend of Rs. 30 per mensem for a period of two years to an Indian Christian girl who has passed her First Arts Examination, to enable her to read in the Senior Anglo-Vernacular Class of the Central Training College, Lahore.

THE Educational Authorities in the Punjab are making arrangements for opening an Industrial

School at Rohtak. The Institution will teach gold lace-making, to begin with, which is expected to greatly benefit the town.

THE students of the high department of the Islamia High School, Lahore, numbering about 200, recently went on strike. They presented an application to the Education Committee of the Anjuman-i-Himayat-i-Islam, Lahore, for an extension of the term of the summer vacation and prayed that their vacation might be brought on a par with those of other local schools, but the application was summarily rejected without even being perused. Being thus treated all the students without exception left the school and again requested either an extension of the term of the summer vacation or the granting of leaving certificates. The Educational Committee have now decided that all students who do not join at once are to be struck off after six days' absence and their leaving certificates will be withheld. The decision has caused a sensation in educated circles and the attention of Mr. Bell has been called to the matter.

THE students of the Lahore Medical School, who went on strike having applied for re-admission, have been permitted to rejoin the school. Admission has, however, been refused to seventeen persons, who were ringleaders in the strike. In order to enable the boys to make up the deficiency in the stipulated numbers of lectures, the school did not have the usual summer vacation.

ON the occasion of the birthday of the Maharajah of Kashmir, the foundation stone was laid of the new Hindu College, which is to be named the Sri Pratab College. The College, though called a Hindu institution, has been formed to promote secular education and is intended for all sects, including the Mahomedans. The Committee of Management includes the Private Secretary to the Maharajah, the Chief Judge, the Governor, and the Ministers of State, with Mr. Moore, a Cambridge graduate of high attainments, as Principal.

NO Educational Exhibition will be held in the Punjab during the current financial year. In the meantime the Punjab Government has granted a sum of money for the preparation of up-to-date specimens of school furniture and appliances. These will be made in the Railway Technical School under the supervision of Mr. Tydeman. When Colonel Bate has completed his arrangements for the medical supervision of schools by paid experts, there will probably be a wholesale condemnation of antiquated seats, desks, gymnastic apparatus, lamps, and other articles.

THANKS to Rai Sahib Bhagat Narayan Das, M.A., Foreign Minister, several Girls' schools have been opened in the Kashmir State at the public expense. What is better still, the institutions are in a fair way to become popular. The school at Fateh-kadal,

for example, has already about fifty girls on its rolls.

TRAVANCORE.

For some time past the Madras Government have been advising the Durbar to enhance the rate of fees in the College. In their G. O. No. 213, Political, dated the 22nd April, 1904, reviewing the Travancore Administration for 1078 (1902-1903) they wrote:—

"The Government consider that the fees of the Trevandrum College might well be raised, if not to the Madras level of over Rs. 80 for each pupil, still considerably higher than they are at present, and that the result would be a saving in the State grant which, together with similar savings in respect of the Girls' College and the Law College, might with advantage be utilised for the promotion of Primary Education." Evidently the Durbar has accepted this suggestion of the Madras Government, for revised rules announcing the increased rates of fees are published in the *Sirkar Gazette*. According to these revised rules the fee for a B. A. student is Rs. 6 and that for an F. A. is Rs. 5. In other words the Madras level has been approached. The fees in the various grades of the Educational Department—both English and Vernacular—and for all classes have been increased and the enhanced fees will be payable from January next. It is to be honestly doubted, however, whether the fees in the College classes are not unnecessarily high. This State has not come to the stage of over-production in respect of educated men, and real education in the widest sense of the term has yet to permeate the masses. The ratio of expenditure on Collegiate Education (Arts) to the total amount spent in the education of the people of the State is 9.6 per cent. In Mysore it is 9.46 per cent., while the little neighbouring State of Cochin contributes 10 per cent. The Travancore Durbar can certainly afford to spend a little more and need not squeeze the College students. The average annual cost for a single pupil of the College is only Rs. 275, while Mysore spends Rs. 288. Commercially, and industrially too, the people are not richer or more favourably situated than those in the neighbouring States or British India.

The Madras Government in the G. O. referred to above remarked:—

"It would seem that no fees whatever are levied in the Girls' College at Trevandrum. The Government are not convinced that there is any necessity to make the Collegiate Education of girls eleemosynary." The College students received scholarships and yet University Education has not made any appreciable progress among girls. From the year 1072 (1896-97) when the Girls' College was opened the strength of the College has, up to date varied between 3 and 5, excepting for two years when it rose to 8, but was suddenly reduced to 4 the next year. The fees to be levied from January next year. The fees to be levied from January next year from the girl pupils in all educational institutions

in the State are to be half of those paid by the male pupils. There is, of course, a fear whether the girl schools will not be largely affected by the introduction of fees. Yet in view of the advance that Travancore has made in female education, the people ought not to grudge a few *chukrams* for the education of their daughters. They ought to pay for Collegiate Education more and, if this is not liked, the institution does not deserve to exist and there is no necessity for one.

HYDERABAD.

MRS Casson-Walker is endeavouring to start a Zenana School for the ladies among the nobility, but has been unable to secure a favourable building for the purpose, which to be useful must be in the City. The institution will be essentially a private one, as the Nizam's Government do not feel it to be their duty to aid an institution of this class, which ought to be self-supporting.

In consequence of certain necessary changes in the rules of H. H. the Nizam's Educational Code, many teachers in Government and Aided Schools will have to undergo a Normal training for six months in the local Normal School which is to be accommodated in a building sufficiently large to house boarders from the Districts. This is a move in the right direction as many of the teachers in the Primary and Middle Schools know as little of teaching as of flying, and the Director is determined to remedy the matter.

CENTRAL PROVINCES.

AFTER discussing the subject with the Director of Public Instruction and the Commissioners of Divisions, the Chief Commissioner of the Central Provinces has decided to abolish the system hitherto in force in Schools and Colleges maintained from Local and Provincial Funds, of levying school fees according to the incomes of parents and guardians, and to charge one rate of fees. In the Vernacular Schools the fee will be one anna per month, the infant standard being free; in Anglo-Vernacular Schools classes eight annas per month, in High School Rs. 2; in Collegiate classes Rs. 5 up to the fourth year; Rs. 8 in the M. A. classes, and Rs. 5 in the Law classes. These rules will for the present apply to the Central Provinces alone, but the Commissioner of Berar will be consulted as to their extension to that part of the Provinces.

UNITED PROVINCES.

THE New Bareilly College and hostel buildings were recently opened by Sir James Digges La Touche, Lieutenant-Governor of the United Provinces. The address was read by Babu Raghonanda Prasad, Secretary of the Board of Trustees, on behalf of the President and members, which stated that the completion of the College was owing

Nawab of Rampur, and to the present Nawab, who has given the site for the College, also to the late Raja Jagat Singh of Tajpur, Rajah Kishen Kumar of Bilari, and the late Rai Bahadur Shew Bakhsh, Rai of Kheri. The Lieutenant-Governor, who has done much both in his private and public capacity to help the College, made a most sympathetic speech in reply to the address.

BARODA.

THE Baroda Government has resolved to adopt measures for Compulsory Education throughout the State from the 1st August, excepting villages having a population less than 500 and other backward parts as Akbmandal, Vyara and Songadh. This involves an extra expenditure of Rupees 3,25,007 to the State.

THE Maharajah of Darbhanga, who has just visited the Central Hindu College at Benares, has, it is reported, given a donation of Rs. 50,000 to the Institution.

DETAIL of the fracas that took place at Agra between the Police and Medical students are published. It would appear that during the fair, students behaved rudely to some women and when remonstrated with by the Police a quarrel ensued and the students were arrested. They consulted an Indian barrister who asked them to tender apologies to the victims which they did. The Barrister also saw the Principal and explained to him the advisability of punishing the students departmentally and not allowing the matter to be dragged to a Criminal Court. The Principal very kindly wrote to the District Magistrate asking him to take the matter out of the hands of the Police and promising to punish students departmentally. It is reported that the students have been punished departmentally and the Magistrate has agreed to let the matter rest there.

A DEPUTATION from the Indian Christian Association of the United Provinces waited upon the Lieutenant-Governor at Allahabad with reference to a scheme for establishing a residential school at Allahabad to be conducted on English public school lines. His Honour expressed sympathy with the movement and promised to consider the grant of a site for the proposed building, adding that the Government would be prepared to double any subscription which might be raised by the Association within a limit of Rs. 30,000. The Lieutenant-Governor himself gave a donation of Rs. 500 towards the school.

BURMAH.

THE MOVEMENT is on foot for the education of the women of Burma on a scale much larger than was attempted before, and on higher lines. The Education Department is altogether in the vernacular, and is making arrangements for Buddhist philosophy in its curriculum.

XII

CEYLON.

The great apostle of the movement is a highly respected bishop, one of the best known scholars in Burma. A large number of schools are to be opened and these schools will be supported by public donations and a society for this express purpose has already been started in Prome.

At the Prize Day Celebration at the Royal College, Colombo, Mr. Hector Jayewardene, "a distinguished old boy," in the course of his speech made the following extraordinary statement:—

There is no doubt that education is making rapid strides and that we are progressing in every direction, and I hope you will not take me to be a pessimist if I say that the future prospects of the rising generation are anything but pleasing. The Government educates and turns out young men into the world, but what does the Government do to find them suitable employment? Large numbers enter the Bar and the Medical profession with the result that those professions are already overcrowded. I hope you will not think that I am speaking from a selfish point of view in saying so. A large number also enters the scientific departments, like the Survey and the Public Works, but there seems to be for some reason or other, a growing disinclination on the part of Ceylonese to enter these Departments. Either from lack of perseverance, or from lack of capital, the Ceylonese do not take much to commerce and the only solution is to associate the people of the country more extensively in the administration and the government of the country. Sir West Ridgeway started the Subordinate Civil Service Examinations which seem, unfortunately, to have come to an untimely end. There can be no question that as the number of educated young men increases, the problem of what to do with them deepens in complexity. And it would be a menace to the State itself to have a body of educated young men with nothing to do, who would very probably form the centre of disaffection and discontent.

THE *Times of Ceylon*, commenting on the above, says:—

What was, to our mind, more important than the friendly advice given to the boys was the extraordinary assertion made by Mr. Hector Jayewardene that it "is the duty of Government to find some legitimate occupation for those who are educated." A more novel suggestion we have never heard, nor one which has so little common-sense or logical reasoning to support it. Why, we would like to know, should Government take up the obligation referred to by Mr. Jayewardene; and what would be the local position of affairs in a few years supposing it was feasible to do what is suggested? Mr. Jayewardene adds that if Government does not create places for this unknown quantity of educated youth, it would be running the great danger of allowing them to "form the nucleus of discontent

and disaffection which would be fraught with danger to the State itself." It is a horrible alternative, but its terrors are nothing like so real as those which are conjured up by Mr. Jayewardene's suggestion. It most certainly is not the duty of Government to find occupation of any kind, legitimate—does that mean genteel?—or not, for its educated young men. In European and other countries they are deep in the meshes of the great problem of how to deal with the poor unemployed who are in search of any occupation which will find them in food and clothing; but we have not heard of visionaries making any extraordinary claim to Government on behalf of the educated young men."

We extract the following paragraph from Mr. Harward's Administration Report for 1905:—As regards Aided Estate Schools the figures show progress as compared with the previous year. At the end of 1905 there were 78 Aided Estate Schools; at the end of the previous year the number was, 58. The number of Estate schools actually examined for grant was 66, as compared with 52 in the previous year. A large number of planters have written to me officially and unofficially with regard to the question of opening schools. As in the previous year a form was circulated to collect information from planters. Returns have been received from 947 estates, and show a total number of 7,490 children receiving instruction of whom 6,801 are boys and 689 are girls. There are 158 estates on which there are what may be called schools held either in special bungalows or in rooms provided for the purpose by the estate. In 86 cases it is reported that instruction is given in coolly lines and in 678 it is stated that there is no instruction. These figures correspond approximately with those collected for the Education Commission. The whole subject was treated exhaustively by the Commission. Their recommendations were that there should be no rigorous system of compulsory attendance during fixed hours; that it should be made the duty of the planter to see that all children, as far as is reasonably possible, receive some instruction; that detailed instruction on the subject should appear in the quarterly return made by every estate; that the arrangements made by the planter should be inspected by officers of the Department of Public Instruction and that an ultimate power should be given to Government of providing instruction at the expense of any estate or group of estates on which, after clear warning, no provision or insufficient provision is made.—*U.O.*

THE Rev. Mr. Small, M.A., of Cambridge, who has just been appointed successor to the late Rev. J. H. Darrell as Principal of Richmond College, gained first-class honours in the Theological Tripos. He was also Seventh Wrangler of his year. Mr. Small had had a most distinguished career, conspicuous alike on the classical side as well as in mathematics.—*T. O.*

CHINA.

CHINESE medical students will be trained in the medical science of the West at the Union College opened in February in Peking. The Dowager-Empress has subsidised the institution liberally. Na-Tung, once a leading "Boxer," but now President of the Foreign Office, presided over the inaugural ceremony. The Chinese visitors were, according to a correspondent's report, specially interested in the mechanism of the operating table. This does not sound altogether reassuring.

Foreign Notes.

GREAT BRITAIN.

A GRIMSBY girl, disappointed at not winning a prize, secured three pairs of boots on approval, pawned them, and with the proceeds bought books, which she took home as school prizes.

TEACHERS in Berwick have been instructed to warn their scholars, at least once a quarter, of the serious dangers caused by throwing banana skins and orange peel on the public footpaths.

Miss E. J. Beck, sister to the late Mr. Theodore Beck, the first Principal of the Aligarh College, has accepted the Honorary Secretaryship of the National Indian Association in succession to Mrs. T. W. Arnold.

THE schoolmaster and organist at Paulerspury, near Towcester, Northamptonshire, died recently. His favourite terrier used to accompany him to church every Sunday, and waited patiently for his return. Although the organist has been dead more than six weeks the dog still goes to church every Sunday and after watching all the people leave the churchyard, it goes mournfully home.

DON'T attempt to teach geography to the very young was the advice given by Mr. H. J. Mackinder to the annual meeting of the Froebel Society. His reason was that geography is a relatively complex subject requiring a considerable amount of previous experience on the part of both teachers and taught. He advocated the early teaching of the subject by brush-drawing, leading up to plan-drawing and map-drawing, and put the experience of every-day observation before the use of scientific instruments, which, he said, misled the imagination.

THE gambling element in the present examination system is denounced by a contemporary. A student works at a subject for one or two years, we are told, and then is tested by papers to be done in a few hours. "No matter how carefully the papers are framed, they can only call for knowledge of the points in the subject. This introduces an element into the lessons. . . . It is what of the most people who have to do with exam that the candidates have owed their success to the late

that on the night before they have hit upon and got up certain items—it may be passages for translation or dynamical formulae—which were asked for in the examination." Are these coincidences so frequent as to discredit the examination system?

MR. JEMISON, a Rushden schoolmaster, has secured £10 damages and costs against a parent who alleged that he taught children atheistical doctrines.

At the entrance examination on May 11, 1907, candidate pupil teachers must pass in English and Mathematics, as well as in the examination as a whole.

ONE of the delegates to the Foresters' High Court at Lynn was formerly a boy in that borough's work-house schools. He is now a prominent citizen and a magistrate.

MESSRS. J. KELLY, Greathach and Harding, three well-known schoolmasters, despite a strong current, succeeded in rescuing a young lady who was being carried away to sea at Sandown.

At an inquest on a scholar who had alleged that another boy had struck him on the head, the headmaster of Sir W. Perkins' School, Chertsey, said that the allegation was untrue; the jury agreed.

LAST month 39,305 scholars paid for admission to the Manchester baths, and 103,862 free admissions were granted to children—a total of 143,167 against 90,428 for the corresponding period last year.

THE Essex Education Committee has refused to buy tennis requisites for the use of its teachers. A member remarked that those who loved sport should show their good sportsmanship by paying for it themselves.

EIGHT hundred extension students are, in residence at Cambridge.

ALL except nine of the 240 boys of Framlingham School can swim.

THE Teachers' International Bureau to link all teachers in international friendship has been formed, mainly on a scheme drawn up by Mr. Yoxall.

THE Lancashire and Yorkshire Railway Company estimates that the passing of the Education Act, 1902, has cost the company £45,000 per annum.

THE King has contributed twenty guineas to the children's country holiday fund.

ONE effect of the change of Authority has so far been the complete stoppage of the public displays

A MOVIE "appointed day" there has been no girls and w. physical exercises at the Albert Hall, no than ever w. petition, and no Scripture Knowledge too. It is to be held at the Crystal Palace. The last-named is due to include Bu

this year, but at the last meeting it was decided that it shall not take place.

Too much "inspection" is alleged against the Welsh system of intermediate education, according to the *School World*. One headmaster has recently complained of having had within a short space of time five inspections, three in three weeks. "The supposition was that they were intended to benefit the school, but he did not think the school benefitted one single scrap by them, except by one. The other four were purely a waste of money and a farce." Four of these inspections were, it appears, by the Board of Education, and one by the Central Welsh Board.

CHURCH of England Training Colleges received from 1839 to 1862, £368,201 from the State, and from other sources £243,202; from 1862 to 1905, £3,418,564 from the State, and £1,144,946 from all other sources.

At the recent children's carnival held at Bournville, the villagers presented Mr. and Mrs. George Cadbury with a beautiful illuminated address, bound in morocco, setting forth their grateful appreciation of the generous gift of the magnificent schools at a cost of over £30,000. Mr. Cadbury, who was deeply-touched, said that the schools were none too good for the children, and that he and his wife would derive as much pleasure from their existence as any one. He was sure they would all unite with him in the prayer of "God bless the children—the children of to-day and of the future."

PAUL Nightingale, a scholar in Bugbrooke Council School, has just completed his eighth year without a single absence, and in recognition of this fact he has been presented by the Rev. E. W. Harrison, on behalf of the local managers, with a handsome silver watch, with the following inscription engraved on the back: "This watch was presented to Paul Nightingale for 3,394 consecutive attendances at Bugbrooke Board School, from March 31, 1898, to March 31, 1906."

LIVERPOOL Education debt amounts to £237,003. About two dozen Liverpool teachers are anxious to join Mr. Alfred Mosely's educational trip to visit the schools of Canada and the United States at the beginning of next year in order to inspect and report on the educational methods employed in the best schools there. The names of thirteen of the applicants are to be submitted for Mr. Mosely's approval and then leave of absence for six weeks will be granted.

THE loss of a College Principal may be recorded cheerfully. In order to avoid confusion with the Principal of London University, it has been decided that the head of University College, London, shall in future be known as the Provost.

OUT of 191 first-class successes obtained at the Recent London University Matriculation Examina-

tion, 31 came from pupil teacher centres, and 238 second classes out of a total of 1,156 were from the same source.

A new doctrine of athletic games has been expounded by Dr. Clifford Allbutt to a school prize-day gathering. He is reported to have said that he did not think that games in which there was no chance of getting hurt had any use, that he disliked to see undergraduates playing lawn tennis seriously, and that it should be illegal for men under thirty-five to play golf.

IRELAND.

WHEN the Royal Commission meets in October to consider the relations of Trinity College and Dublin University to Higher Education in Ireland it will have to take into account a new and very unexpected development. A large number of the Fellows and Professors of Trinity College have offered the Roman Catholic population a series of revolutionary concessions in return for its recognition of the College as the sole College of a National University: and these concessions have been accepted as satisfactory by several hundreds of representative Roman Catholic Laymen resident in Dublin. The record of the undertaking between the two parties is contained in two statements, one of which was published on Monday and has been submitted to the Royal Commission. It contains a list of the terms on which these representative Roman Catholic Laymen are prepared to accept Trinity College as the sole College of a National University. The terms include a substantial Roman Catholic representation, from the start upon the governing body of the College, the establishment of dual professorships in at least mental and moral science and in history, the religious instruction of Roman Catholic students by clergymen of the Roman Catholic Church, the establishment of a faculty of Roman Catholic Theology on terms of full equality with those enjoyed by Protestants, the establishment of a Chapel for the Roman Catholic students within the College, and the erection of a council or other body to secure the practical efficiency of the safeguards for Roman Catholic students in religious faith and dogma. The other statement, which has been sent to the Royal Commission is signed by twelve Fellows of Trinity College, including the Professors of Greek and Latin, by Dr. Starke, Resident Commissioner of National Education, who is an ex-Fellow, and by seven Professors. The statement submits to the Royal Commissioners the outline of a scheme, "The object of which is to modify the constitution of Trinity College so that it may become the National University of Ireland." The scheme concedes every one of the demands of the Roman Catholic Laymen's Committee, and is in many respects the most startling project of reform that has ever issued from Trinity College. The proposed settlement has been arranged between the Trinity College Reformers and the Roman Catholic Laymen's Committee without any reference to or consultation of the Roman Catholic Bishops.

GENERAL.

The weakness which prompts so many middle-aged women to practise little deceptions in the way of concealing their years becomes pathetic as well as quaintly humorous when exhibited by a centenarian. An inmate of a Swiss workhouse who pretended to be 102 though really 106, said she was ashamed to confess her true age.

ONE-half the shipping traffic at Antwerp is carried on under the British and the American flags, and Antwerp is almost an English speaking port. The authorities are therefore encouraging the study of the English language in all classes of society. Thousands of pupils are attending free night schools for the exclusive study of English. Not only in Belgium but in Germany also recent orders of the Government require the officials and employees of the railroads to learn and speak the English language, and Government schools of English instruction have been established at Munich and Nuremberg. The English language is fast becoming at all trade centres in Western Europe the international commercial medium.

It is estimated that the value of the scrap metal and brick included in the debris left by the great fire of San Francisco is worth about four millions sterling. The weight is set down at 600,000 tons, requiring a train of 40,000 trucks for its removal.

ACCORDING to the German Consul at Colombo about one-third of some of the imports of the island of Ceylon come from Germany, which country is the principal competitor of England in the important trade of that British colony. In ready-made clothing, patent fertilisers, bottled beer, window glass, and some other manufactured articles, the imports from Germany amount to one-half to five-eighths of the total, exceeding in some cases those from the Mother country.

JAPANESE children begin their education at school when six years old. For the first four years they learn Japanese and Chinese; during the next four years every child has to learn English.

AN immense Franco-British exhibition is to be held in London in 1908, on ninety-eight acres of ground at Shepherd's Bush. The sole idea will be to run the exhibition to give a practical form to the sentiment of *Le Entente Cordiale*, and any profit will be given to some object for the benefit of the two countries.

The Educational Review.

Something akin to consternation has been caused in England by the decision of the Magistrates of the West Riding of Yorkshire that rate-payers are not obliged to pay for religious instruction in non-provided schools, aided schools as we should call them. It was intended by the Act of 1902 that such religious instruction should be provided at the cost of the rate-payers, and everybody supposed that the Act secured what it was intended to secure. There must have been some flaw in the drafting of the Act for the Yorkshire decision has been upheld on appeal. The situation would be laughable were not so much at stake. Thousands of 'Passive Resisters' have been sold up, scores have gone to prison, for refusing to pay rates for religious instruction and now it is held by eminent judges that the Passive Resisters were perfectly right. Again the Bill of 1906 was introduced to remedy the supposed injustice of the Act of 1902, but the recent decision makes the Bill almost meaningless, in this point at any rate. The *Spectator* together with many moderates on both sides hails the decision as giving a reasonable basis for compromise. Meanwhile it has yet to be seen what the House of Lords will do if the case is carried thither on appeal.

A few years ago a Teachers' Register came into existence. Of the value of a proper register there ought to be only one opinion, unfortunately the Register was divided into two sections, one for Elementary teachers and one for Secondary teachers. This division angered the Elementary teachers and that powerful body the National Union of Elementary Teachers objected to the Register in its existing form. Thus the Secondary teacher affected to look down on the Register as a thing beneath his notice and very few regis-

tered. By the Bill now before Parliament the Register is to be abolished. Yet many vehement protests against such a step have been raised by various associations of headmasters, headmistresses, assistant-masters and assistant-mistresses. Those who have already registered paid a guinea for the privilege of registration. The most experienced, while admitting that the Register so far has been a failure, give reasons for expecting that shortly the tide will turn.

Several European Schools in India get men and women teachers from England. By the provisions of the Register, anybody can be registered as a Secondary Teacher who has a certificate of training or who has taught in a recognized school. It was expected that in a few years the standard would be raised, and that training would be an essential condition of registration. Meanwhile, it was important that English teachers now employed in Indian Schools should get on the Register, as in the event of their returning home, and taking up teaching, being on the Register would be a condition precedent to employment in the best schools. About 1904 the Government of India moved in the matter. The first step was to get the Indian Schools that employ European teachers recognized for the purposes of the Register. It has taken eighteen months to complete the various steps, and now when certain schools have after great trouble and delay been recognized, smash goes the Register!

But the fun does not end here, far from it. There must nearly a dozen Invidious distinctions. European Schools in South India that employ, or may possibly employ teachers brought out from home. All these schools are High Schools and one is a College. The College has been recognized, but some of the High Schools

have been recognized, while others teaching to exactly the same standard have not. In one or two cases it is most difficult to guess what the reason for rejection can be. It is obviously impossible for a Board sitting in London to be able exactly to appraise the merits of each school. However as the Register is to go, the choice of some schools and the rejection of others make little practical difference.

We were sorry to see the line taken by Dr. Nair at the North Arcot District Conference with regard to European Schools. He complained that the European Schools were treated with undue generosity by the New Code. Surely Dr. Nair must know that the Old Code proved insufficient for the proper maintenance of these schools. Dr. Nair would have a legitimate grievance if he could discover that under the New Code European Schools were receiving more money than they knew how to spend properly. It is very doubtful if the New Code will meet the most pressing wants of these schools. No one yet knows what will be given, but superfluity is out of the question. We object to this attempt to pit race against race. Government has spent a lot of money on the provision of facilities for Mahomedans. The new home of the 'Madrasa' has cost a lot of money, but as the expenditure was necessary, we do not dream of finding fault. Each community must be helped according to its needs and there are special reasons for more generous grants to European Schools.

Every now and then a paragraph appears in the papers stating that an Inspecting Officer visited such a school and was highly pleased with all he saw. One would suppose from the frequency of these paragraphs that education in this Presidency was first rate condition. The appearance of

such paragraphs is likely to put Inspecting officer in a false position. He may praise the work of one class or one teacher very highly; and yet have to complain of serious defects. But because a word of praise has been dropped here and there, at once a paragraph highly laudatory of the school as a whole appears in the local news. It would be better to wait all the Inspection Report is received.

We rejoice to see evidence that in many quarters the question of bettering the teacher's lot is receiving attention. The Educational Conference held in July at Coimbatore appointed a Sub-Committee to draw up a scheme and it is for all teachers, and for all associations of teachers to study the scheme, & if they approve of it, to back it up vigorously. We shall print the scheme in our next issue.

A great deal is written nowadays by people who write in a hurry, and by those whose education was of very limited extent. The result is that certain mistakes seem to be getting a secure footing. One of these is the spelling of *by* as *bye*, as for instance *bye-laws*, *bye-paths* and the like. Those who write ought to know that *good-bye* is the only word in which *bye* properly appears, but *bye-law* is more common in Indian papers than *by-law*. Again what reason is there for displacing the old fashioned *Co.*, in favour of *Coy.*? One daily sees *P. and O. Coy.*, *B. I. Coy.*, and so on. We were intending to remonstrate against the phrase like he did, but we caught sight of a controversy in a literary paper in which it turned out that this was good English once, in Elizabeth's day. However this may be, we would suggest that it is now a vulgarism not sanctioned by modern usage. As for punctuation, well we had a find the other day. Reading *Marie Corelli*, who seems to recognize only the full

stop, dash and comma we found a semicolon some where about the one hundred and eightieth page. She had evidently forgotten herself in a fit of absent mindedness.

President Roosevelt has put his foot in it. He has been captured by the advocates of simplified spelling and has decreed that all Presidential Messages and all his correspondence shall be spelt in the new way. This literary ukase aroused astonished opposition. Whereupon the President stiffened his back and extended his order to all departments of the Government. President Roosevelt has committed the unpardonable sin of initiating this great change without attempting to ascertain the opinion of Great Britain (and Ireland. 'It is the Scotch who compel us to this precision. Perhaps we had better add and 'self-governing colonies and dependencies,' and then we may hope to have included everybody. Why are we not allowed to comprehend all this under 'England'? It is strange that having annexed everything that is of real value, the Scotch refuse to annex the term 'England.' Having got the kernel they reject the husk, after having run off with the parcel, they disdain the label). Here is his offence: he has not deigned to ask the opinions of the inhabitants of the British Isles, of Canada, Australia and the Cape. He has acted on his own initiative, and the British lion does not like being left out of account.

Much nonsense has been written on both sides. Some talk as if The President's supporters. English spelling had not varied in the slightest since the Conquest, and as if, therefore it was sacrilege to alter a word, others equally foolish and ignorant, write as if phonetic spelling was the prettiest thing in the world and the easiest thing for the middle-aged to learn. One thing is significant. The philologists, headed by Professor

Skeat, are on the side of the President. Professor Skeat says that in derivations sound plays a more important part than spelling. The latent news is that the President has climbed down somewhat, and says that all changes will be tentative, and if not approved by the general public, will be dropped.

The first examination held by this body took place in July, and a Council of Education few hundreds of candidates seem to have sat for it.

Large and liberal donations have been made to the funds, which now amount to several lakhs, and a large income has been guaranteed for some years ahead. The only criticism that we have seen is that, since there are so many Government and other Arts Colleges in Bengal, it is a pity that the main efforts of the Council seem to be given to the foundation of an Arts College, while the Technical Institution seems to lay behind. *The Amrita Bazar Patrika* explains that the establishment of a Technical Institution is so difficult a matter that great speculations are necessary to avoid mistakes at the outset. The same journal wrote at length about the necessity of educating Indians in their own vernaculars. But we gather that the new college will employ English as the medium of instruction. The experiment of educating Indians up to the B.A. standard by means of the vernaculars would be very interesting. We should like to see it tried, but we fear the tide is running very strongly in a direction adverse to the success of any such attempt.

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OPINIONS.

The (Madras) Educational Review:—This is a valuable and useful treatise on Elementary Trigonometry and is the first book of its kind published in Madras. It is evidently intended for the use of F.A. students and, as such, contains an exhaustive and elaborate treatment of the portions of the subject prescribed for the present F.A. course. Every principle is clearly explained and is followed by a large collection of carefully selected exercises. The chapters on compound angles, properties of triangles and solution of triangles are well-written. On the whole the author has spared no pains to make the treatment of the subject as complete and thorough as possible.

H. MALIM, M.A., *Principal, Government College, Mangalore*:—I have read carefully the first ten chapters and glanced at the rest. The book seems to contain everything that is needed by a student whose object is to pass the F.A. examination. You say that your intention in writing it was to prepare a companion volume to Mr. Radhakrishna Aiyar's Algebra and in this you have succeeded thoroughly. The large number of carefully arranged examples should add to its usefulness. The figures are excellent.

S. P. SINGARAVELU MUDALIAR, B.A., L.T., *Professor of Mathematics, Pachaiyappa's College, Madras*:—After a careful perusal of your book I find several merits in it. The subject is very exhaustively treated. The book contains a mine of valuable information for the F.A. students of the Madras University. The arrangement is good the illustrative examples are apt and the methods of solution elegant. The book is a good, companion to Mr. Radhakrishna Aiyar's Algebra. I must congratulate you on the production of such a nice little volume. I shall take every opportunity to recommend the book to the students of the F.A. classes in my College.

The West Coast Spectator:—The book is very useful to students studying for the F.A. and the Intermediate Examinations of the Indian Universities. The chapters on the relations between the sides and angles of a Triangle and Quadrilaterals and Regular Polygons are well-written. A large number of question papers embodied in the volume also add to its usefulness. * * * The book seems to us to be one of the best treatises on the subject.

Srinivasa, Varadachari & Co., Triplicane and Esplanade, Madras.

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OVER-TEACHING IN SCHOOLS.

IT may be a commonplace to state that the object of education is to draw out and develop in every possible way, the various mental powers inherent in a child. In order to achieve this, it is necessary that one should take full cognizance of these undeveloped capacities and provide for them repeated exercise by means of suitable stimuli. Growth is always the result of exercise, of activity. Just as the development of physical tissue calls for systematic physical exercise, so the development of intellectual and moral tissue depends on a well-regulated course of intellectual and moral exercise—active and spontaneous—on the part of a child. In regard to physical training, the function of the teacher is only to provide the student with the necessary appliances and opportunities for exercise and to maintain a general supervision and guidance, while the student has himself to go through the various exercises prescribed. Any undue help on the part of the teacher in this connection must be considered prejudicial to the proper physical development of the child. Even so with mental growth. The legitimate work of the teacher consists in merely providing timely facilities and opportunities for calling the various powers of the child, its observation and imagination, memory and reasoning, into active, regular play, and in shaping and

planning his teaching accordingly. He has, as far as possible, to content himself with occasional hints, suggestions and questions likely to educe and exercise the child's latent faculties. It is therefore plain that baleful must be the effects of over-teaching, calculated as it is to cramp one's natural activity of mind and in this way to frustrate the true end of education.

It has to be remarked that over-teaching, by rendering over-help to a child, is certain to enervate his intellectual and moral fibre. Its effect must be to stunt the child's originality, spontaneity, and resourcefulness and to render it helpless whenever it has to face a new problem or an unexpected situation of some complexity. It is indeed true that, in every subject that he has to learn, a child is certain to have some doubts and difficulties which can be removed only by the teacher. But the latter has to be on his guard lest he overstep his legitimate bounds and, in his eagerness to make a display, unwisely trench on the student's domain of original thinking and discovery. Over-teaching may perhaps succeed in developing, to some extent, the receptive side of one's mind but not the productive side. Receiving excessive help from his teacher, a student, not unnaturally, is inclined to depend too much on the former and too little on himself. The shrinking spirit of self-diffidence thus created, instead

the teacher to enforce such home-preparation by boys in all possible ways.

Secondly, it has to be remarked that a teacher should have, in the course of his lesson, abundant recourse to the practice of eliciting as much as possible from the pupils themselves. As little should be given to, and as much should be got from, the boys, as is consistent with their attainments and power of comprehension. It is absolutely necessary that a teacher should be specially skilful in the art of questioning, which plays an important part in a lesson. It is only by means of short, clear, definite, teaching questions, framed beforehand or on the spur of the moment, that he can arouse the mental activity of his pupils and set them a thinking. In Mathematics, especially, in Geometry, characterised as it is by rigid reasoning and logical precision, it is possible for the teacher to elicit almost every step from his pupils. He must content himself with occasional help and guidance in the matter of construction, etc., and by means of clever questions, make them supply each link in the chain of reasoning. He should allow as much scope as possible for the boys to reason for themselves and if, unawares, they slip into an error of reasoning, they should be allowed to proceed, until finally they land in an absurdity and in this way, discover the flaw for themselves. Going to science, again the legitimate work of the teacher consists in the choice of materials for his experiments and in their skilful and successful performance, if beyond the boy's capacity. The work of observation and of inference should be left solely to the boys. They should be made to freely handle the apparatus as well as the articles—solid and fluid—employed in the experiment, to note accurately their colour, smell, taste, shape,

weight, etc., to observe carefully each step of the experiment, as it is performed, and, finally to draw all inferences and conclusions for themselves. They should then be required to write a full and plain account of the whole experiment in its various stages. It need not be said that the errors of omission and commission into which they may have fallen should, if possible, be then and there, pointed out to them and corrected by the teacher. The boys must, as far as possible, be kept mechanically as well as intellectually fully occupied. Only in this way, is it possible for the teacher to create a spirit of observation and an aptitude for research in the minds of his boys.

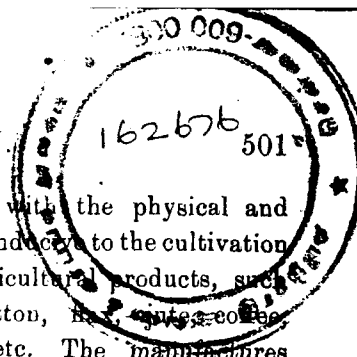
In an English lesson, also the teacher is not without opportunities for frequent recourse to questioning. It is indeed true that in an English lesson many are the points—such as the peculiar force of certain words, the meanings of queer or archaic turns of expression, peculiarities of grammar structure or idiom, the right use of certain words and phrases, obscure allusions and out-of-the-way references, the meanings of figurative expressions, the pervading spirit or the moral significance of a passage—that call for authoritative elucidation by the teacher. Still it is quite possible for him to elicit from the boys themselves such things as the meanings of ordinary phrases and expressions, the subject matter of a sentence or of a passage, familiar stories and incidents in illustration of phrases and proverbs, examples of the idiomatic or figurative use of expressions, plain rendering of figurative language, interchange of words, transformation of sentences, grammatical constructions, etc. In order however that he may succeed in this, it is necessary that a teacher should carefully prepare beforehand

the line of questioning to be adopted and the analogies and illustrations to be employed for the purpose. Haphazard or unpremeditated teaching is by all means to be avoided, since in the case of such teaching one is likely to forget, at times, the border-line between telling and eliciting facts and be guilty of unwise, untimely and unwarranted encroachments on either domain. In the case of a history lesson, it is true that there is not much scope for eliciting information, since the facts and details to be taught are mostly, if not wholly, novel and unfamiliar to the students. But here, too, a skilful teacher would find occasional opportunities for an appeal to the judgment as well as to the inventive, the imaginative and, at times, the reasoning faculty of his pupils. In the case of geography, however, there is considerable scope for observation, for inference and for reasoning on the part of his pupils, and consequently it is possible for the teacher to elicit most, if not all, points from the boys themselves. The physical features of a country, the position and direction of its mountains, rivers, lakes, tablelands, etc., as well as its towns and their situation can be easily got from the boys, who should be able to give them from their 'Atlases,' the diligent use of which in the class must be enforced. Going to its climate the teacher should, step by step, elicit from his boys the various circumstances influencing it, directly as well as indirectly, and thus enable them to conclude for themselves what its nature should be. The productions of a country, can, to a large extent, be determined from its position, the nature of the soil, climate, rainfall, etc. By way of introduction to general geography, the teacher should have, amongst other things, made his boys conversant in a general way, with the quality

of soils as well as with the physical and climatic conditions connected with the cultivation of various typical agricultural products, such as rice, wheat, cotton, tea, barley, oats, etc. The manufactures and commerce of a country can also, to a large extent, be understood from its productions, agricultural and mineral, its situation, the nature of its coast-line, the character of its inhabitants, etc. Lastly, the political or commercial importance of its towns, can, to a large extent, be judged by noting their situation and the advantages possessed by them in consequence. It may thus be seen that geography-teaching affords considerable scope for the teacher to widen the mental horizon of his students, to quicken their intelligence and enable them for the most part to teach themselves. In the case of all subjects, if any black-board sketches or diagrams are deemed necessary, the boys themselves should, as far as possible, be required to draw them, the defects and inaccuracies being carefully pointed out and corrected by the teacher.

Thirdly, a teacher may, in the course of his lesson, have occasion to make references to books, journals, magazines, etc., for the elucidation of various points connected with the lesson. It is highly desirable that he should insist upon his boys looking up those references in their leisure time and thus learning new things for themselves. Each boy should be required to keep a special note-book for noting down references and the teacher should, now and again, go through it to make sure that the boys have not shirked their work. He should also question them in class on the points given for reference.

In this connection, it may be remarked that every school and college should be equipped



with a well-furnished Reference Library which should contain, in addition to ordinary books of reference by way of Dictionaries and Cyclopædias, a collection of Readers in English, History and Geography, maps of every description, picture-books, charts, etc. There should also be a Reading-Room copiously supplied with school journals and magazines, illustrated and otherwise, and attached to the Reference Library. Both should be located in a special room and be accessible to teachers and students at all hours. The references made by the teacher in the class-room may be of various kinds and in connection with various points. In the course of an English lesson, he may well require his students to look up afterwards in some picture-book the illustration of any strange bird or animal or of any noteworthy building that they may have come across in the lesson. They may again be asked to look up allusions or, it may be, anecdotes and stories in illustration of a proverb or a phrase. Or the boys may be referred to some specially interesting or instructive article in some magazine, having a direct or indirect bearing on any point connected with the lesson. In the case of a history or geography lesson, the boys may well be required to refer to some history or geography readers or some similar books for the pictorial illustrations of historical or geographical scenes or for the verbal descriptions of famous incidents in history. Lastly, it is quite likely that a teacher may make reference to some interesting, picturesque or noteworthy places, scenes or things in the neighbourhood—such as a hill-fort, a rock-cut temple, a deep glen, a cataract, a Catholic church, a synagogue,—and call upon his boys to make holiday excursions to them, if an observation of the same is at all likely to clear up any mystery or difficulty in the lesson.

All this is certain to entail extra work upon the student, to be performed carefully and diligently out of school hours, since it is calculated to implant in him a love of knowledge, a habit of industry, a spirit of self-help and a taste for research which he could not possibly acquire in any other way.

Fourthly, it seems to me desirable that every teacher should, as much as possible, encourage free questioning on the part of his boys in the course of every lesson. It is not easy for a teacher, standing as he does on a higher intellectual pedestal and accustomed as he is to superior intellectual habits and more complex intellectual processes, to bring himself down to the level of a student and correctly to apprehend their doubts, difficulties and perplexities. It requires a considerable stretch of imagination, a vivid recollection of one's youth, a penetrating insight and moral discernment, to correctly fathom juvenile minds and to accurately gauge their views, ideas, capacities and standpoints. Again even if a teacher is able approximately to understand the standard of attainment as well as the difficulties of an average student, he may not be aware of the peculiar difficulties and doubts of individual students. It is therefore necessary that every opportunity should be provided by the teacher for smart, lively and intelligent questioning on the part of his boys. To gag the mouths of students, would only be stifling the free play of their intellectual activity. Even short, lively discussions on difficult or controversial points—such as are likely to crop up in the course of every lesson—should be allowed. The teacher must however take care that the discipline of the class does not suffer in consequence. The boys should be made to clearly understand that their questions should be pertinent and well-

thoughtout and that they should approach the teacher in a spirit of modesty and respectfulness and that under no circumstances will they be allowed to put enigmatical or impertinent questions in a spirit of levity, simply to gratify their propensity for mischief. I wish to suggest in this connection that, now and then, a period should be devoted, in the case of every subject, to something like a class-room conversazione. All those boys that have doubts or difficulties in any subject should be required to come prepared with a series of questions bearing on them, and then the teacher, calling upon one boy after another to read out his questions, should answer them.

Lastly, I shall say a few words on home-exercises and their importance. Home-exercises in any subject, if rightly given and done are likely, as suited to his attainments and intellectual calibre, to afford a student plenty of scope for independent thought and original work. The exercises given for home-work should, as far as possible, be supplementary to class-teaching and not a mere reproduction of it. It may not be possible for a teacher, however earnest and indefatigable he may be, to do in the class itself more than a small portion of the work allotted to him. Therefore it is necessary that the rest should be done by the boys themselves by way of home-exercises. Such being the case, the exercise given should be new, but by no means brand-new. Secondly, all possible means should be taken by the teacher to satisfy himself that the exercises assigned for home-work are done by the boys themselves and not done for them by others. Thirdly, the teacher should bear in mind that, in the case of boys specially weak in any subject, the home-exercise assigned

to them in that subject should be of a specially simple and easy character so as to enable them to do it for themselves.

P. S. RAMAKRISHNA IYER.

SCHOOL PUNISHMENTS.

ALL kinds of governments enbrace their laws by punishments. To this school government is no exception. While political laws seek to uphold the inviolability of person and property, and religious and social laws to emphasise the superiority of recognised customs and beliefs, the unwritten code of school discipline aims at securing peace and order, regular attendance, diligent industry and prompt obedience and attention. School government thus paves the way for the higher forms of government. It does a good deal of pioneering work by inspiring students with a love of order and submission to rules framed by mature discretion. Its work is more constructive than that of any other form of government. Its aim is the reformation of the individual rather than the interests of the majority. More of love and forbearance is, therefore, necessary in the man who wields the rod of authority in schools. All the more is this a condition since the teacher is invested with almost arbitrary powers over minds incapable of thinking for themselves. But, for all this, he should be strict and firm to teach the growing mind a sense of justice and to bring home to the young the inexorable law that every offence finds its own punishment. The teacher's work as a disciplinarian, as a judge and ministerial officer, is therefore, not an easy task. Severity should be seasoned with sufficient proportion of kindness which should, in no case, be softened down into leniency. He should decide cases cropping up for disposal on the spot, mete out

punishments appropriate to them, and carry out the sentence at once. There should be no hesitation, no error of judgment; he should take in the situation at once and repair the mischief by wholesome correction. Such a task, requiring a combination of qualities of energy and decision, of clear perception and accurate judgment, of a sympathetic sense of justice, cannot be tackled without previous training and experience. An attempt is made in the following pages to set forth the offences common among school-boys and to prescribe remedies for the same.

The source of all offences lies rooted in the love of selfish pleasure and ease, in the desire for cheap success without labour, in self-assertion and in the display of a combative spirit. The wish to avoid pain and a hankering after joy without work are ingrained in the human heart. In the child and, on a smaller scale, in the more civilized youth, these hereditary landmarks stand out in bold relief. Of course, there is the influence of society, of home and school atmosphere to modify this primitive instinct. Nevertheless, these latent promptings of nature not uncommonly break out into almost uncontrollable activity. It is not uncommon to see boys throwing all ideas of work and honest joy to the winds and entering upon a course of selfish pleasure and rebellion.

Punishments have, therefore, to be employed to combat these desires. If, by dexterous appeal to a sense of the novel and the picturesque, by vivacity of manners and enthusiasm for his subject, a teacher is able to overcome this natural weakness, he is to be congratulated. If, by self-example and moral persuasion, a teacher is able to implant the elements of honesty and self-denial in his pupils, he is again to be

congratulated. But such cases are few and far between. In the work of paring and polishing the rudeness of uncut nature, punishments have their own part to play. They operate on the mind with a deterrent effect through a desire to avoid public disgrace and bodily pain. It is needless to say that the higher motive of winning general approval should be more appealed to than the lower one of avoiding personal chastisement. Since punishments are prescribed mostly for lapses in work, mental occupation is an important factor in all such corrections. Fear of ridicule or of bodily pain, combined with a proper share of work, constitutes the essence of all punishments.

The common offences among school-boys are inattention, negligence in the preparation of lessons, slipshod ways of doing homework or total omission of the same, unpunctuality, absence without leave, and dishonesty.

When there is general inattention prevailing in the whole class it is chiefly due to bad teaching or it is due to a general want of discipline. It makes its appearance in the form of hissing, whistling and other unwelcome manifestations. Such organised disorder on the part of the pupils shows that something is rotten in the whole school. Instead of resorting to collective punishment or to the system of decimation or any such violent measures, the responsible man should inquire into the cause of such rising, should expose the folly of the procedure, and point out the proper course to be adopted. He must remove the cause of such irritation and should create better notions of orderly behaviour and decorum. The ring-leaders must be discovered, warned and should be vigilantly watched. Such a course would be proper only in the case of grown-up students.

With a class of young boys who cannot appreciate arguments about order and decency but who are more amenable to fear, a certain amount of severity in the treatment of the offence may not be improper. On the whole, success, under these circumstances, is more the result of tact and forbearance than of the employment of brute force.

Cases of individual inattention demand different treatment. It may take the form of talking, sleeping or looking at objects of greater interest to the individual. Of these talking is the most reprehensible form. If it is done in the way of mutual help and explanation of difficulties it may be tolerated. But repeated and wilful talking for the mere fun of the thing must be punished with isolation and loss of the privilege of speech. Such an injunction must be extended over a period long enough to make it irksome to the offender. Asking the guilty to stand upon the floor or bench does not seem to be adequate. It does not contain any direct inhibition against the offence in question. In cases of distracted attention caused by more attractive objects, the more or less involuntary character of the offence must be taken note of. A seat nearer to the teacher's and careful and vigilant watching on his part will quite suffice. The offence of sleeping is altogether involuntary. Sleepiness can only be dispelled by the teacher's putting more life and vigour into his teaching. Even the most drowsy daylight owls may be compelled to give attention by sheer force of interest. Sleep caused by constitutional weakness cannot, however, be cured in the class-room. The one remedy that seems appropriate to offence of this kind consists in keeping such offenders standing until they are able to get over the tendency to sleep.

Sending the offender out for a two minutes' run will probably work a cure.

Negligence in the preparation of home-lessons is another serious school offence. With all the advice and exhortation on the part of the teacher, students are very prone to commit this fault. Very strict measures have to be taken to root out this vice as early as possible, for there is the danger of its settling into a habit. The most common form of punishment employed in such a case is the imposition. But for many reasons the punishment is inadequate and besides it is followed by serious evil consequences. Very often the imposition is done not by the defaulter but by his friends, whom he persuades to sympathise with him, in a practical way, by doing his task. This gives birth to the vice of dishonesty. Even if it is done by the offender, he does it mechanically without any benefit accruing from it. He writes out the rule or the passage or word without trying to learn it. Again, impatience of the restraint that the punishment imposes, tempts him to finish the work as soon as possible. Such a course is prejudicial to good hand-writing and correct spelling. At all events if impositions are to be given as a punishment, students should be made to write them under the direct supervision of teachers and they should be supplemented by the condition that the defaulters should be able to answer questions put to them from the portions they have neglected.

The most effective penalty for the offence seems to be detention after school hours. Such of the students as have neglected their lessons must be made to learn them after school hours. They should not be allowed to go home before they have mastered what they should have done at home. Such a punishment comes as the natural consequence

of neglect of home preparation. It is not attended with any of the evils of impositions. The forced detention after regular hours lays additional restraint on liberty and amounts to a kind of imprisonment and a distinct loss of privilege. The teachers can do the work of supervision by turns and can see that no boy escapes without a full mastery of the lesson wherein he is deficient. A system such as this persistently carried out for a sufficiently long period will cause the offence to disappear altogether. Slovenly methods of doing home-exercises or failure to do them at all, must be dealt with similarly. In all these cases care should be taken that only the negligent and the lazy suffer the penalty. Students who have but prepared their lessons indifferently, must be handled leniently and must be given sufficient warning. The minor kinds of punishment may be left to the teacher to work out in actual practice, as for instance, making the offenders stand in a row with faces turned towards the wall, or sit on the floor cross-legged in the verandah or some place, to make them feel ashamed.

Absenteeism and unpunctuality are offences which sometimes figure very largely in the list of school vices. One of the best remedies for this habit consists in the co-operation of parents with teachers. The parents should be duly informed of the evil consequences of irregular and unpunctual attendance. They should be given to understand how the accumulation of work will cause a severe strain on the health of children. So far as boys coming from well-regulated households are concerned, no fear need be entertained on the score of irregular attendance. It is in the case of the large majority of boys with illiterate parents that the offence assumes formidable proportions. In certain

schools the guilty are made to keep standing for a certain number of hours. It is, indeed, a pitiable sight to see these erratics standing with chins resting on hands sticking out from the desk. It takes the best energy and the sternest resolution of teachers to see that they stand erect in military fashion. In certain other schools fines are levied and this is to a certain extent adequate. But then there are gentlemen who have little or no regard for their parents' pockets and who are ever ready to wash away their sins with a profusion of coppers. The best punishment seems to be the assigning of a limit to the number of days for which they can avail themselves of leave and the insisting on applications for leave being written by parents in due form. Besides, it should be laid down that leave for periods exceeding the limit prescribed will only be granted on production of medical certificates or for other satisfactory reasons. With regard to late attendance it must be enacted that coming late a certain number of times will count as equal to a complete day's absence without leave. The breach of the rule must be visited with a fine for days of absence and with deprivation of the privilege of appearing for the final examination for exceeding the fixed limit. In these times when examinations loom large in the eyes of people, this mode of punishment will be effectual and the severity of the penalty is amply justified by the seriousness of the offence.

The last but not the least prominent class of school offences is comprised in the term dishonesty. Students may be dishonest in speech and action in a countless number of ways, in insinuation, exaggeration, in omissions and commissions. The teacher should aim at a high level of truthfulness by timely encouragement and approval, by discounte-

nancing with all the weight of his authority all shades of falsehood. To suppress all dishonest promptings he must resort to various kinds of silent devices for maintaining discipline. While such expedients are quite enough for the minor form of the offence, the most glaring expressions of the same call for a greater degree of sternness. Looking into books at examinations, copying, thefts of books and things belonging to others, are forms of the offence falling under this category. Nothing short of condign punishment amounting to corporal punishment or dismissal will suffice in such cases. At the first commission corporal infliction may be deemed sufficient punishment. But it must be conducted with all publicity, in presence of the whole school. The open character of the punishment will operate with deterrent effect in ordinary cases. It is understood that parents should be duly informed of the seriousness of the fault. For repetition of the vice summary dismissal is the only adequate penalty. The interests of the majority must be safeguarded at the expense of the individual. Such students must be considered outlaws, standing beyond the pale of ordinary school discipline, and must be considered specimens proper for experiments in reformatory schools.

Absolute defiance of authority is a rare offence. In many cases the teacher's firmness overcomes the obstinacy of the pupil. If, however, such cases occur, it is due either to misconception on the part of the pupil or misconception on the part of the teacher. The teacher resorts to a punishment to which the students are not accustomed or to a form of correction which is out of all proportion to the offence committed. No teacher of prudence and commanding personality will,

however, get into such a scrape. There may arise occasional instances of disobedience, and it is of such cases that we propose to treat. On all these occasions the motive must be sought for and the punishments must vary accordingly. If it is due to sheer impertinence, to an absolute defiance of order, the punishment must be very severe. It may even go to the length of corporal correction, and, for repetition of the offence, suspension and dismissal. But incidents of this kind are very rare. Disobedience is all the more rare if the public opinion of the class is against the delinquent. If, however, the offence is the outcome of misconception on the part of the student, he must be given sufficient time for reflection and penitence. The feelings of wounded pride may stand in the way of obedience. Arguments and persuasion are, however, out of the question in the class. The offender must be sent out of the class and pressure must be brought to bear upon him by indirect means to make him realise the seriousness of the error. A stand-up fight in the open class with the student should be deprecated. The teacher must have the necessary tact and foresight to avoid such a public loss of prestige, and a good disciplinarian can manage his class without provoking such a crisis.

A. ANANTA AIYAR.

VISIT OF THE TEACHERS' GUILD TO THE GUINDY INSTITUTE.

ON Saturday, the 15th ultimo, the members of the Madras Teachers' Guild paid a very enjoyable visit to the King Institute. A morning train was specially stopped at Guindy for the convenience of the party, but some travelled by road. Captain Christophers, I.M.S. met us and spared no pains to make our visit

interesting. The Vaccine Department was the first visited. We were told that the calves, which come in large numbers to the Institute, principally from the districts of Coimbatore and Salem, are allowed to enter the premises by one gate only and are carefully inspected to see if they are in any way diseased. Before entering at the gate they have been subjected to quarantine for several days. On an average fifteen calves are admitted a day, and there are about four hundred on the premises. A barber shaves the belly of the calf. If the skin proves harsh and dry the calf is rejected, as not likely to take the operation well, while on the other hand a tender skin is likely to make its owner a good subject for inoculation. The calf when ready for inoculation is taken to the operation room. Here is a table that tilts up to one side. To the table when tilted the calf is easily secured and the table is quickly and easily raised to the normal position. Parallel scratches are made on its belly with the inoculating needle, and these in five days develop into vesicles. During this period of development the greatest precautions are taken to ensure cleanliness. The stalls to which the calves are immediately taken after inoculation are kept beautifully clean. The floor is constantly washed. Each calf is fitted with an iron collar which prevents its licking its belly. It also wears a beautifully white clean pinafore, neatly tied at the top of its neck. Thus the scratches on the abdomen are protected from dust or dirt of any kind. Officially these pinafores are known as aprons, and a dhobee is kept on the premises for the sole purpose of washing them. The calves may be said to live in great comfort: they have the best of food, and look uncommonly well. There is a system of piping on the

tilled roof over their stalls, by means of which water is in hot weather made to trickle down the roof, with the result that the temperature of the calf shed is appreciably lowered. The calves are taken into the open-air at 4 a. m., and they go back to their stalls early, for it is well to keep them out of the sun.

Before leaving the calves, we may add that they are supplied by contract, and that a calf can be inoculated only once, since a single inoculation makes it immune. No difficulty is found in disposing of the calves, and their condition is so good that they should command a high price. A member of the Guild was of opinion that there was some prejudice against inoculated calves and that in consequence the authorities of the King Institute had, in order to get rid of the calves, to be content with rather a low price.

The substance removed from the vesicles developed on inoculated calves is handled in the vaccine room. Here it is sterilized in two big brass sterilizers and every precaution is taken to ensure absolute cleanliness.

The lymph is weighed and pounded either by hand or machinery, and mixed by weight with lanoline. In the next room the lanoline is loaded into metal tubes which are tightly closed by an ingenious mechanical process. The number of the calf supplying the lymph, the date of manufacture, &c., are inscribed on a ticket attached to the tube. Should the lanoline not be sent out at once, it is kept till wanted in a chamber maintained at a uniform temperature by ice and dropping water. Enough vaccine to vaccinate 200,000 persons is sent out in a month. There is of course an office room. We saw the place where the calves are shaved, and the arrangements for washing the aprons. A new room has been constructed for cooling the many kinds of serum that will be handled at the Institute.

Mica dust is rammed between the two layers of wall and so a waste product of the mica mines is being turned to account. Mica is of course a very bad conductor of heat. Among the sera that will find a place here will be the anti-tetanus serum, antivenin, and the anti-streptococcus serum. We noticed that the electric light apparatus in this room was provided with bulbs of three colours, there being red and yellow bulbs in addition to the usual clear glass bulb. We were told that white light is prejudicial and that red light is as useful to the bacteriologist as it is to the photographer.

We then turned our steps to the Bacteriological Department. The ordinary routine pursued in the Laboratory here is the analysis of water and testing human tissues for plague and typhoid reaction. There is a very powerful air pump in this chamber for filtering sera, &c., a porcelain filter and a culture-cooling apparatus. In England gelatin is the common culture medium, but it is not suitable for use in India, since it does not keep. Its place is taken in India by arga, which forms a stiff jelly and which is therefore sometimes used by confectioners to stiffen jelly. Next comes a washing room. No apparatus used and done with one day is left over to be washed the next. All the washing must be done the same day. Next is the room for making culture media. These are sterilized by steam at 120° degrees, a heat which is of course obtained by pressure. In twenty minutes absolute sterility, so important, if satisfactory and reliable results are to be obtained, is secured. The sterilizer was sausage shaped.

We were shown a post-mortem room that was in course of being fitted up. The work done here will be mostly in relation to animals. Dead dogs will be examined for rabies and

cattle for suspicious causes of death. The adjoining room was being fitted up for experimental purposes. For instance a man is bitten by a dog that is probably mad. He goes off at once to Kasauli, a long and expensive journey. His stay there may extend over several weeks. His direct expenditure and his indirect loss may be very great. In such cases a rabbit will be inoculated at Guindy from the suspected dog. In a fortnight the rabbit will develop rabies if the dog was mad. If the dog was not mad then of course the rabbit will not develop rabies. The results of inoculation will be communicated to Kasauli where the authorities will discontinue or modify treatment according to the information sent by Guindy. Thus in many cases not only will there be a shortening of the residence at Kasauli, but there will be also a welcome relief from the haunting fear of hydrophobia. Tuberculosis is often spread by contaminated milk. By inoculating pigs it will be discovered whether a particular sample of milk contain tuberculosis germs or not.

The sewage of the Institute though not great in quantity is treated on the most scientific principles. We were greatly interested to see that by the use of a septic tank the sewage as it were settles itself. Human aid is not necessary. Anaerobic microbes, which may be described briefly as bacilli, break down the sewage by fermentive action. You cannot obtain these microbes, nor is it exactly known what they are, but you prepare your tank, put sewage in it, and wait, it may be for weeks or months, till the microbes borne through the air, fall into the tank and commence their beneficent task of purification. Once begun, the process is unending. The solids are broken up by their action into liquid, the process being one of oxidation. There is no deposit of foul mud, which was for so long

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THE STAGE AS AN EDUCATIONAL FACTOR.

HOW far does the stage contribute towards the spread of true Education?" In other words, "What influence does the drama exert on the minds of men, in their various stages of life, so as to impart to them true Education?" Without knowing what true Education is and what the various stages of development of a child's mind are, the question of the action of the drama on the minds of men in their various stages cannot be satisfactorily settled.

Man is endowed with many powers of body and mind. A perfect man is one who has a sound mind in a sound body. By a sound mind, I mean that all the intellectual powers of the individual, such as conception, imagination, memory &c., are fully and harmoniously developed; the better feelings in man, such as kindness, love, admiration for nature &c., have been aroused; the bad feelings such as anger, hatred &c., have been weeded out of the mental soil and the will has been strengthened to a sufficient degree. The aim of true Education is to create a perfect man out of a child, in whom the various powers are dormant. The strengthening of the child's physique should also receive due attention. This harmonious development of the physical, mental and moral powers of the child is the end and aim of true Education.

But these powers do not develop all at once. Each power makes its presence felt at different stages of the child's life and develops at different rates, which vary according to (1) the surroundings amidst which the child is placed, (2) the inherent qualities dormant in the child, and (3) the amount of exercise given to each faculty. To trace the complex movements of the mental growth, we may just divide the period of the growth of the mental life of an individual into four divisions: (i) The first period extends up to the end of the third year. The major portion of this covers what is called 'the infantile age,' in which the bodily life and the senses are gradually growing, and the child is more guided by instinct rather than by will. The sense perceptions alone gradually begin to unfold during this period; (ii) the next stage extends up to the end of the eighth or ninth year, by which time the so-called primary education of the child is expected to be finished. During this period, the growth of the sense-perceptions proceeds at a trot, the thoughts and feelings gradually unfold; the powers of conception, imagination, memory, judgment and reasoning are aroused as if from a deep slumber; and the instinct which guided the child during the first stage now gives place to conscious design, which reveals to us the elementary will powers of the child; (iii) the third period extends up to the end of the eighteenth year, by which time the boy will have complet-



T. C. LEWIS, Esq., M.A.,
Director of Public Instruction, U.P.

ings and passions of the audience than cultivates their intellect. Consciously or unconsciously the minds of the audience are completely swayed by strong emotions, and consequently their judgments are in most cases biassed. Not unfrequently, we hear of boys or youths, attending or taking part in Hindu theatres, becoming hot-tempered, easily irritable and fond of being 'lionised,' as Mr. Carlyle would put it. Cross such youths in any little detail, they are sure to lose their mental balance. Their pride or rather self-vanity is hurt and they at once try to defend themselves or argue with their opponent.

This rapid development of the emotions bars the growth of the will-power. The actor's feelings sometimes get the mastery over him. The regular attendant at the theatres, too, cannot trust to his will-power. The will is certainly not developed in the right direction by the drama.

The Hindu stage is at present only adapted to amuse an audience which contains a greater percentage of the commons than of the cultured. In these days, when the study of the Vernacular languages is at a low ebb, we cannot expect a Hindu audience to be cultured. In his eager desire to spit his plays to the audience, the Hindu dramatist must, of necessity, descend from the ideal and the poetical to witticisms, commonplaces or imaginary puranic incidents. Trying to copy his Sanskrit models, the present Hindu dramatist loses, in part at least, his love for that realistic portraiture of Human Nature, which is embodied in the works of Shakespeare, Wordsworth, Tennyson and other master poets. Thus most often, the high moral tone of Hindu plays is lowered and, like the plays of the second-rate dramatists of the Elizabethan age,

these exert a corrupting influence on the minds of the audience.

The admirers of the drama often say that the stage serves as a platform on which the high and the low meet together with common aspirations and sympathy and that a healthy social feeling, which binds the various members of society into a common whole, is produced. No doubt this is a fact. The members of a troupe of dramatists are cemented together more by a common taste than by a common ideal. If such a company were to instruct mankind, much would depend upon the personal character of each. It is only persons of recognised individuality and moral force that can attract everybody by means of their personal magnetism, and impress by example rather than by precept upon the audience the great moral principles that guide the various societies of the world. How many of our dramatists or the supporters of the stage have got such a moral force, such personal magnetism? Do we not often see persons of ill-repute and questionable character, posing as the best actors and actresses? Such persons too have got their personal magnetism, which drags down the audience or their co-actors, into the infernal regions of immorality. The dramatist's defence that the stage is a common platform on which the high and the low meet to promote a social tie, may be true enough; but the resulting social tie is not only *not healthy*, but *most mischievously unhealthy*. Just as a good fruit, when placed side by side with rotten ones, gets rotten in turn, the highly cultured are dragged down to the level of the populace, perhaps never more to attain their former eminence. Such being the case, how can the Hindu Drama, as at present constituted, be said to educate and elevate youths of pliant minds?

The main aim of the Drama is to afford

recreation and pleasure. Instruction is only secondary, and creeps in slyly by the back-door. Those who attend plays, and take part in them, do so, not with the idea of instructing themselves, but of enjoying certain pleasures by way of recreation. Now, "Recreation is," as Thomas Fuller puts it, "a second creation, when weariness hath almost annihilated one's spirits." Youths do not feel weary of the world. They are full of hopes and aspirations, and might with advantage act up to the advice given by the same authority: "Spill not the morning, the quintessence of the day in recreations." I am led to think that the choice of the word 'recreation' is not a happy one. Recreations are more or less essential to every one. There are certain recreations which afford bodily pleasure, others which afford intellectual pleasure, and certain others pleasure of a unique kind. The Drama affords such pleasure as lulls the intellectual faculties, and is not the kind of recreation that our youths require. It gradually infuses an easy-going tendency in them instead of arousing their intellectual activities. They gradually begin to like inactivity and sloth. The path of true education is not so smooth, but rather set with thorns. Without the aid of mental culture, no true education is secured; and this mental culture is not secured by attendance at or taking part in dramatic performances, which are mostly pleasure-resorts of imaginative and sensuous persons. No wonder, then, that many youths, who fritter away their energy in constant attendance at plays, begin to dislike hard intellectual work and are thus without education proper. The idleness complained of by many parents may be partly traced to this mischievous influence.

So far, we have traced the influence of the Drama on the minds of the young. Let us

see whether it in any way improves the physical condition of the young. There cannot be and need not be two opinions on this point. The sleepless nights, the intense eagerness to see the play acted from beginning to end and the consequent nervous break down, undermine even the strongest constitution and bring about a speedy decay of the body; not to speak of the danger the youths are in, that of being introduced to undesirable acquaintances, who lead them astray. Anyhow it is an admitted fact that the Drama cannot contribute to the physical welfare of the youths who come under its influence.

There is one other point which I wish to dwell upon before I close. The Hindu Drama as constituted at present has an unhealthy influence on the young. At a time when they are full of hopes and spirit, when they ought to undergo a rigorous course of mental training in order to make themselves fit to discharge the responsible duties of citizens in after life; at a time when youths should train their minds to solve the many complicated philosophical and social problems of the time, it is extremely painful to note that youths should spend their "quintessence of the day" in such light pursuits. The Hindu stage ought to undergo a series of many disinfections and purifications, before it can be utilised as an educative instrument. As a pleasure resort, is it not more fit for people who are advanced in life, who want only light recreation and require some light stimulus now and then to arouse their flagging spirit?

The stage gives them an opportunity of realising the full significance of Shakespere's words, "All the world's a stage and men and women merely players, who have their exits and entrances." Their abstractive and introspective power should lead them to discover

the transitoriness of these fleeting worldly pleasures, and with an enquiring mind they should try to get beyond the shackles of this sham world of sense and to enter the inner regions of their mental sphere, where they can hope to lay their hands on the Divine essence in men. Viewed in this aspect, the Drama is one of the greatest educational factors. The greatness of Shakespere or Kalidasa is due to this influence of the Drama on their gigantic intellects. The former is styled the "Philosopher-dramatist," the "Poet-philosopher" and the like. It is because, his introspective mind, after carefully analysing human nature and the world, found a gaping void in them, began to pierce the thick veil enshrouding the Universe, and realised in the words of Carlyle, "the Divine Idea of the world which lies at the bottom of Appearances." The Hindu Drama cannot exert such influence on the minds of the young. Instead of realizing the truth of Shakespere's trite saying quoted above, the young rather feel "the stage to be the whole world that they ought to care for." Their minds must be well disciplined, before they can be made to understand the educational influence of the stage. They ought also to learn at first hand the nature of this empty world, and should realise the hard struggle of each living being for existence. By the time the youth becomes fit to be benefited by the educative influence of the Drama, he is past the period of College life.

K. V. RAMA RAU.

THE NEW EDUCATIONAL RULES.

(A REVIEW IN DETAIL.)

THE Fourth Edition of the Madras Educational Rules was in many respects a forerunner of the New Rules and that is one of the reasons why we find the revised Edition much

less startling than the Grant-in-Aid Code. Comparatively speaking the new issue of the Rules is on the whole far more acceptable than the Code; nevertheless it cannot escape criticism; for both of these put together distinctly aim at a revolution and a reform. The writer of this article purposes to examine the Rules in detail and to prepare a way for a fair estimate of them.

It will be well to point out at the very onset that the new changes are based essentially on the principles laid down by the Government of India in its Resolution on the "Indian Educational Policy" of the 11th March 1904; and that many of the details are to be found stated therein either in general or specific terms. The determination of Government, manifest everywhere in the Resolution to "elevate the standard of education in this country and to inspire it with higher ideals" than those that obtain at present and to deepen not merely widen its influence, is manifest also in the New Educational Rules; and so it is only fair to claim for Dr. Bourne that his reforms—whatever one may think of the way in which he has introduced them—should be considered not by themselves separately but with reference to the definitely settled and accepted policy of the State.

Let us now pass on to a close examination of the details. The Government Order sanctioning the issue of the revised edition specifies the dates on which some of the changes will be introduced, but in the absence of information to the contrary the date for the Rules as a body must be taken to be that of the Order itself, viz., the 31st July 1906. There is no likelihood, however, that a very strict compliance will be insisted upon this year.

The first chapter is, as before, an introductory one and it contains the epoch-marking definitions of 'Elementary' and 'Secondary' Schools. Arts Colleges are still divided into First Grade and Second Grade Colleges, but except in this solitary instance the latter term occurs nowhere in the Rules; in the Grant-in-Aid Code it never occurs at all, such institutions being for the purposes of grant ranked as secondary schools with "collegiate departments which do not provide instruction up to the standard of a University degree." This need not be held as having any special significance, as Government's assurance that "it is not intended to place Second-grade Colleges upon any footing different from that upon which they have heretofore rested or to accord them any new treatment from an educational point of view" must dispel all fears as to their abolition. This is by way of parenthesis.

ELEMENTARY SCHOOLS.

The second chapter deals with Elementary Schools, which will form the subject of this section. The general conditions of recognition are the same as before, but the specific conditions have undergone immense changes and are as vague as you please. The qualification of teachers remains unaltered except that there is a wise provision accepting also men of "proved ability." It is a serious drawback that the supply of teachers is still very poor and unequal to the demand, and so, while the employment of trained men and none but trained men is extremely desirable in all schools, it is only right owing to the impossibility of satisfying this condition, that such professional qualification is not insisted upon in the case of Elementary Schools. All persons who have the interest of sound education at heart must take this only as a temporary concession, for unless the teaching in

these schools is thorough in this direction, the pupils leaving it, even after a prolonged course, cannot be said to have received a proper education. It is not laid down that there should be a regular teacher of every class, but it is required that there should be at least one regular teacher for every 50 pupils on the rolls. Cases often occur in which a teacher is put in charge of two big classes, a task which he can perform but imperfectly, and as a safeguard it has been laid down that while 50 is a number which must always be considered a maximum, "it is very desirable that there should be a teacher for every 30 pupils." This is elastic no doubt, but owing to the varied views of different inspecting officers one would prefer some definite regulation on the point; let it be enacted to the effect, say, that wherever a teacher has to teach two or three classes the combined strength of these should not exceed 40. But this is a small matter. It may be mentioned here, however, that in schools under public management there are suggested scales both as regards the number of teachers and their salaries.

It is no more necessary to get the site, plan and accommodation of school-buildings approved by the Department. But they should be 'suitable,' clean, and "should admit sufficient light and air." The provision of much furniture need not be insisted upon, but there should be a supply of suitable pictures and other simple appliances. The rule that no unapproved books (other than books for religious instruction) shall be used or "even brought into the school by the teacher or pupils" is extremely severe. It is easy to see that it aims at dealing a death-blow to the pernicious cram-books, books of meanings, etc., that have insidiously crept into our schools; and so far it is well aimed.

But the fact that an unapproved book is found in a teacher's hands cannot be taken as affording an indirect encouragement to the pupils to use the same. It is not clear whether this stringent rule applies only to text-books (or class books, as they are commonly called) or to books of every kind; a dictionary, in the latter case, must be held as falling under the condemnation. The list of approved books is very meagre now and several of the books specified therein, such as the Tamil Readers of the Madras School Series, Mrs. Brander's Domestic Economy, etc., are out of print and not procurable. Unless the teachers have a fund of information gleaned from books at his command, how can he hope to impart thorough instruction to his pupils in any lesson? Children, we all know, often put disconcerting questions. Is the teacher to confine himself to his class-books? The Registrar of Books periodically issues a catalogue of books printed in the Presidency; a "black-list" may conveniently be drawn up from it and this will serve the purpose better. This would throw extra labour on the Text-Book Committee but it will be fruitful labour.

Only one new register has been prescribed, viz., a register of progress and conduct; the column for 'conduct' in the Attendance Register is, therefore, omitted; a visitor's book is also required. No mention is made of the general time-table; the old "supervision book" is now styled "Inspection-book."

One of the radical changes with regard to Elementary Schools is the abolition of the Leaving Certificate, or Transfer Certificate as it is now termed, and with it goes away also a host of rules relating to it and to promotions and admissions. This abolition of the transfer certificate, as has been well pointed out, may be all very well in the case of villages having but one school; but in urban

areas, where there is always more than one primary-school there will now be no small amount of confusion and annoyance, and the good feeling of comradeship that should ever exist amongst the heads of such schools will be subjected to much strain. Without paying the fees due, boys can be leaving one school for another at their own sweet will and pleasure; whimsical and ignorant parents and guardians may transfer them from school to school for trifling reasons or at the instigation of unscrupulous rival teachers; and the poor headmaster will be quite powerless to check such migrations. Sound education must therefore suffer. This possible unhealthy competition and the probable demoralising effect on school discipline must be put down with a firm hand and the institution of some simple inter-school rules applicable to every Elementary School for boys or girls wherever there is more than one school, is indeed imperative. The omission of the rule requiring the admission of a new pupil only on an application in a prescribed form signed by a parent or guardian will be a relief to all headmasters of these schools as the responsibility of correct entries of dates of birth now no more lies on their shoulders. In his circular regulating the issue of school leaving certificate, the Director enumerates the items to be entered in it by the issuing officer, one of them being "the date of birth in so far as this is ascertainable."

The power bestowed upon an inspecting officer covers a very large area and he is at liberty to put his finger in the school-pie whenever he chooses to do so. Thus he "may order the removal of any pupil from one class to another if it seems desirable." We shall have to say more on this point later on. The Grant-in-Aid speaks of a school leaving certificate endorsed "good." To most people this

must have had an air of mystery about it. Full information is given in Rule 18 and in the lengthy proceedings referred to just now. Therein a further attempt is made to vigilantly guard the sharp line marking off Elementary Schools from Secondary Schools. It remains to be seen what marked value these certificates will have in the future.

Elementary Schools being vernacular schools, it goes without saying that the medium of instruction must invariably be the vernacular of the bulk of the pupils. The study of a language and its use as a medium of instruction are entirely different things and therefore English may be taught in the fourth standard and upwards, but only by a teacher well qualified for this purpose.

A rigid curriculum of studies means a uniform standard for all schools and all localities and therefore one that will be practically of an unworkable nature and unsuited effectively to serve the purpose aimed at; for one man's meat is often another man's poison. Much laxity has, therefore, been allowed in connection with the course of studies, so that it will now be possible for each individual school to follow its own curriculum drawn up with a view to meet the particular wants of its pupils. It is unfortunate that the scheme from which selections should be made has not yet been published. Some time ago a critic stated that it could be drawn up by a committee of managers in half an hour's time. That is easier said than done; half a month would be nearer the mark. I spoke of 'liberty' just now; but it is not unfettered liberty, but only chastened and safeguarded liberty. Indeed there can be no cause whatever for dissatisfaction with the departmental control; first, as regards the scheme of studies from which alone selections may be made; secondly, with regard to the course of studies and time-table;

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and thirdly with respect to the subjects which a teacher may be allowed to teach. This control is in this particular respect perfectly proper, because a great majority of these elementary schools are manned by persons who cannot and do not pretend to possess that experience, judgment and talent requisite for the difficult task of drawing up a course of study.

The minimum number of working days in an elementary school has been reduced from 180 to 150. This, however, should have found a place in the Grant-in-Aid Code and not in the Rules; for it is a condition of aid and not of recognition.

The Government Order fully sets forth the leading features of the third chapter, which contains additional rules for elementary schools under public management. These, therefore, need not be dwelt upon here. Everybody is now familiar with the facts connected with the withdrawal of Board and Municipal Schools from the operations of the Code, the special subsidies to local bodies from provincial funds and the insistence on the principle that "in so far as District or Municipal Boards are required to devote their funds to education, primary education should have a predominant claim upon their expenditure." The direct outcome of this new phase of policy will be a large increase in the number of Rural Board Schools and a complete secularisation of education as Christian Missionary agencies must now close a good many or all of their schools, unless indeed they are prepared to manage them without much aid. What further corresponding effects there will be we can only surmise. But this is a separate question.

The Government Order also refers to the provisions made for the transfer of pupils

from elementary to secondary schools. Too much stress cannot be laid upon the desirability of allowing these transfers only in rare cases, because they are opposed to the spirit of the new classification of schools. They are, of course, not illegal and are therefore not condemned directly; but they are certainly discouraged. In his proceedings on the subject the Director says: "It is very desirable that the pupils in a secondary school should ordinarily study in such a school from the commencement of their school career. The course of studies to be eventually prescribed for the lower classes of a secondary school will definitely aim at preparing the pupils for the higher classes and will thus be different in character from the course in an elementary school. The provision for a transfer from an elementary school to a secondary school has been made for the benefit of really clever pupils to whom a school of the latter class was quite inaccessible during their early years. It is very undesirable that it should become a custom for pupils to attend an elementary school and then to pass on to a secondary school in the same place. Inspecting officers should use their influence to check such a procedure and they may thus indirectly do much to improve the state of secondary schools." This leads us to an important point, *viz.*, the position of a good number of the primary schools which are now working in large towns side by side with secondary schools. They are now no longer to be feeders to the latter. Now, from the very nature of the case—the conveniences and the demands of town-life, the influence of the educational environment, the allurements of the public service,—the education imparted in such schools is vastly superior to that obtainable in the rural schools of the type contemplated by the new

regulations; and the contention that they should not be ranked in all respects with the latter is not unreasonable. The standard of instruction renders them too good to be elementary schools, but in view of the new requirements about staff and financial stability, they are not good enough to be made secondary schools. It may be suggested that it will be well if, as a temporary arrangement, they be treated as elementary schools for purposes of aid and be allowed at the same time the transfer and other privileges of incomplete secondary schools, so that for the present they may practically continue their old position as feeders to the secondary school. They have a very strong claim upon the attention and sympathy of the Department. Let us hope they will receive the same in due measure. Nevertheless every endeavour must be made to preserve the line of demarcation intact; for it is possible that in the natural course of events these good schools will find their own proper places, which they can maintain with dignity and usefulness.

There is one other matter of importance that must be touched upon here. Last year, the Fourth Edition of the Rules introduced in the monthly attendance register a new column "Conduct." We find the Rules now revised prescribe the recording, year by year, not only of conduct but also of progress in the case of pupils of elementary schools, but not of those in secondary schools. A record of progress must, of course, be kept in all institutions. Also, it need not for a moment be doubted that the training of the character of the children during their school career is of the highest importance; yet it must be said that the policy of recording in the books of the school the conduct of every boy and girl is one of very doubtful utility. Boys will be boys, girls will be girls. The unformed

character of the young hardly gives sufficient ground for the exact appreciation of conduct. Indeed it might have a detrimental effect upon their future. They say coming events cast their shadows before, but like most proverbs this is but a half-truth. Provided a school is not notorious for its lack of discipline all the pupils of that school must ordinarily be of good character. Nay, it often happens that a boy of 'bad' school conduct turns out later on to be a very good member of society. What will the end be if every boyish escapade is condemned in black and white, for the edification of posterity? Just imagine what an amount of irreparable mischief will result from the overzeal of such schoolmasters as do not understand or sympathise with child-nature. And after all, you put this Doomsday-book to use only when you have to issue the school-leaving certificate. What percentage of the strength of the school will qualify for it by their success in the examination and by their three years' continuity of studies in that school? It is very surprising that no such record is demanded in secondary schools. The School Final Examination has not, it is true, been instituted for schools of this class; but it will come, sure enough. The Government of India Resolution which, as pointed out before, is the source of the new changes, speaks in general terms on this point: "Rules have accordingly been framed regulating the admission of scholars to Government and aided schools and their promotion on transfer from one school to another so as to secure that a record of their conduct shall be maintained and that irregularities and breaches shall not go unnoticed;" but in another place it says "due weight should be attached to the recorded opinion of collegiate and school authorities regarding the proficiency and conduct of candidates [for appointments] during their

period of tuition." It is evident from the contexts that this is intended to apply to secondary schools and colleges only, whereas what has been done in the Educational Rules is the opposite of this.

Finally, the enormous amount of controlling authority vested in inspecting officers not only where recognition and aid are concerned, but also in connection with most of the details of everyday working of the school must be examined before concluding this section. This power can be exercised in regard to the qualification and number of teachers, furniture, appliances, text-books, school-house, removal of the pupils from one class to another, the school-leaving certificate, the course of studies, the length of the school-day, etc. It will thus be seen that the control is complete in all but the matter of salaries of teachers and fees of pupils. An increase of power means an increase of responsibility and in the present case there is a proportionate increase of work and widening of the sphere of the duties of the Inspecting agency. In simple justice to Dr. Bourne it must be pointed out that in bringing about this change he has only followed the injunctions of the Resolution on Indian Educational Policy. "The Government of India do not require that inspectors should be precluded from having recourse to examinations as a means of inspection; but they desire that they should be much more than inspectors. They should not only judge the result of teaching, but should guide and advise as to its methods; and it is essential that they should be familiar with their schools in their working conditions. The work of schools should be defined with reference rather to the courses of instruction followed than to the examinations that have to be passed, and rigid uniformity either in the

arrangement of subjects or in the classification of scholars should be avoided, free play being given to the proper adaptation of the working of the schools to their local circumstances." That is what we find in para. 43 of the Resolution. These instructions we find reflected in the new Rules. At the same time the risk of abusing this power should not be lost sight of. The very vague character of the chapter of rules relating to elementary schools implies elasticity in their application; at the same time, it is a double-edged weapon that can be made to cut both ways. I may lay claim to some experience of inspecting officers and their ways and all I wish to say is that personally I would rather have clearly defined rules to observe and to make our teachers observe than depend on the 'discretionary powers' of Supervisors, Sub-Assistants, Assistant Inspectors, Inspectors, and their clerical staff; for in the former case I should stand on firm ground and in the latter on a quicksand. As a rule these gentlemen are lovers of red-tape and great sticklers for the life-killing letter of the law. I know some to whom it was and is eternally a pleasure to find fault, to play the policeman, to catch hold of every chance for grumbling and to be ever dissatisfied. Thank God these are not common specimens. A good many are real helpers and guides. Inspecting officers are human beings after all, and the type of man who does not delight at times to show that he has the power he has and, what is more, that he can exercise that power whenever he chooses to, is, indeed, very rare. Let us hope, however, that with the new order of things a new and better spirit will be infused into the hearts of all concerned and inspectors will realise that their work is but a part in the educational regeneration of the country and that they will, therefore,

make common cause with those who are labouring in their no less important sphere. As representatives of the Government they may be said to be the brain of the educational system; let them not despise the limbs.

Managers and headmasters on the other hand should not forget that bad as their lot is, it is not all smooth sailing with the inspecting staff. These, in carrying out the changes, will be liable to much suspicion and misunderstanding in many quarters, and, with the increased work now entailed, their position is not altogether enviable. They deserve sympathy and co-operation. Managers will do well not to be in a hurry to condemn the new system before giving it a fair trial. However unsatisfactory it may be in itself and whatever difficulties it may create, managers will do well, it must be repeated, to put up with present inconveniences, vexations and losses and let the thought of future reward cheer them in their self-imposed labours in the noble cause of education.

ALPHA.

(To be continued.)

A DISTINGUISHED OFFICER RETIRES.

MR. T. C. Lewis, Director of Public Instruction in the United Provinces, retired last month under the operation of the fifty-five years rule after holding the post of Director for twelve years. The distinguished services that he has rendered to the cause of Education in Northern India merit honours from Government and the gratitude of the public. Mr. Lewis is a son of the manse, his father being a Wesleyan Minister. He was born in 1851. He was educated at Kingswood School, Bath, the school for the sons of Wesleyan Ministers' sons. He proceeded to

Cambridge, graduated as Sixth Wrangler in 1875 and was elected Fellow of Trinity College, Cambridge, in 1877. While at Cambridge he did much original work in Mathematics and published several papers in the *Mathematical Journals*. In 1881 he came to India as Professor of Mathematics in the Government College, Lahore, of which institution he was later on Principal. He entered the *Inspectorate* and was Inspector of the Lahore Circle and of European Schools when he was appointed Director of Public Instruction. He played a large part in the formation of the Punjab University and the Punjab Public Library.

In 1894 he was transferred to the United Provinces as Director of Public Instruction and as said above has now retired under the fifty-five years rule. It is generally agreed that he has rendered distinguished service to the cause of education in a province where education was and is by no means advanced. The *Pioneer* says: "When in 1894 Mr. Lewis assumed office the condition of education, both primary and secondary, could hardly have been worse. Not only had the backwardness of these provinces provoked strongly-worded remonstrances from the Government of India and the Secretary of State for the supposed neglect of education, but there was a continual decline in the number of schools and scholars which no efforts could check; while female education was practically non-existent. The instruction in all classes of schools was of a type long obsolete, consisting generally of rule-of-thumb methods and mere memory work; and there was no training of any class of teacher worth the name. It is true that normal schools had been started for the training of vernacular teachers, but, as constituted, they did anything but train. The would-be teachers studying at them merely

conned over again—and equally unintelligently—what they had previously been taught at school. Worse still, the profession was so poorly paid and consequently so looked down upon that men of ability and social standing shunned it. The pay of an assistant teacher in a vernacular school was ordinarily not more than four rupees a month, and in English schools generally the salaries were so low that the profession had become the refuge of those who could get nothing else to do, or of the failures of every other calling. But as if to depress it still further a recent order had made the post of teacher in District-boards' employ non-pensionable. Finally, inspection was not inadequate and largely misdirected in its aim, while the subordinate inspecting staff, recruited mainly from the ranks of vernacular teachers past middle-life, was composed for the most part of blind leaders of the blind. It would be difficult to conceive of a more discouraging outlook than that which Mr. Lewis had to face when he entered first upon his duties."

"Without recounting in detail all the various steps that have been taken during the period of his directorship to improve instruction and popularise education, a summary of the more important results achieved will show how great a change for the better has been effected. The increase in the number of scholars amounts to ninety-five per cent., and the number of primary schools has been more than doubled. In these backward provinces, where the attitude of the masses towards education is so strikingly apathetic, the arrest of the decline in and the subsequent doubling of the numbers under instruction constitutes a remarkable rate of progress in twelve years. The baffling problem of how to persuade the people to send their children to school, though

by no means solved, is now at last upon the road to solution. These are not mere paper results, for increase in numbers has not been gained at the expense of efficiency—far from it; a sounder and a better education is being given in all classes of schools. To this end a training college for English teachers has been established, which is yearly making its influence more widely felt upon the teaching, and is supplying to the profession recruits trained in the employment of modern methods, and imbued with a sense of the dignity of their profession; while the system of training vernacular teachers has been so greatly improved and extended that it is no exaggeration to say that a more complete or better provision for their training does not exist elsewhere in India. Female education has not been forgotten, and in consequence of the greater attention that is being paid to it the number of girls at school is nearly treble what it was twelve years ago. The village schoolmaster is now secure at least of a living wage and the restoration of pensions too, and the improvement in the pay of English teachers is attracting men of higher attainments and better social standing. The inspecting staff has been greatly increased and the improvement in the pay and prospects of the lower ranks has led to a corresponding improvement in the quality of the recruits and of the work done. This by no means exhausts the list of important reforms that have been introduced. Much still remains, however, to be done before the United Provinces can take their place side by side with the more advanced; for old prejudices die hard, and the forces of reaction are not yet everywhere overcome. But signs are not wanting that a real awakening is at hand; when it comes the influence of the last twelve years of quiet preparation should not be forgotten. Progress in education, as in so much

else, is mainly a question of money, and it may at once be acknowledged with gratitude that the generous expenditure upon it during the last few years, which India owes to the enlightened policy of Lord Curzon, has alone rendered these advances possible. It is, however, precisely in this matter of expenditure that these provinces owe their greatest debt to Mr. Lewis. His outspoken and persistent advocacy of the claims of education to a larger share of public funds has greatly helped to secure more liberal treatment. Had he not gone somewhat out of his way at great labour to investigate the financial problem, showing by facts and figures how meagre by comparison with the rest of India was the allotment here for public education, the fact that these provinces were receiving far less than their due share of public money might never have been exposed. The record of educational achievement during his administration is a fine one, and we congratulate him upon it. An officer who has served the State so ably and so long at the head of his department should not, we think, be allowed to pass into retirement without some fitting recognition of his services."

In the *Gazette* of the United Provinces of Agra and Oudh, of Saturday, October 13th, 1906, there is printed a Resolution on Mr. Lewis's report on Public Instruction in the United Provinces for the year ending 31st March 1906: "In this, the last report which he will submit, after holding the appointment of Director of Public Instruction for twelve years, Mr. Lewis renders an account of his stewardship, and the Lieutenant-Governor is glad to have this opportunity of drawing attention to the solid progress that has been effected since Mr. Lewis assumed charge of the department in October 1894.

"During the immediately preceding years, instead of progress there had been a marked retrograde movement, with a falling-off in the number both of schools and scholars." The inspecting staff was inadequate, and the immense importance of training teachers for their work had hardly been realized; for all the vernacular schools there were but three normal schools badly equipped, and supplying education rather than training, while nothing had been done to train masters for English schools. Professors and masters were poorly paid and the department offered few attractions to men of ordinary ability.

Since 1894 much of this has been changed. It is not possible within the limits of this resolution to trace the development step by step, but an attempt will be made to point out the more important changes that have been effected: in many cases the statistics of the following table may be left to tell their own tale:—

	1895.	1906.
Number of Arts Colleges ...	19	29
Number of scholars in Arts Colleges ...	2,092	2,970
Number of Secondary Schools...	494	572
Number of scholars in Secondary Schools ...	58,419	82,240
Number of Primary Schools ...	4,835	9,799
Number of scholars in Primary Schools ...	165,023	411,587
Grand total of scholars in Public and Private Institutions ...	295,344	576,336
Percentage of male scholars to male population of school-going age ...	7.76	14.71
Percentage of female scholars to female population of school-going age ...	.37	.96
	Rs.	Rs.
Total expenditure ...	36,04,509.	66,21,318

The resolution continues to describe in detail the many improvements that were made

by Mr. Lewis. Great stress is laid on the improvement in the training of teachers, the extension of primary education and the awakening of public interest in educational matters. To repeat the remarks of Government in detail would be to repeat what has been already quoted from the *Pioneer*. Finally "the Lieutenant-Governor desires to convey to Mr. Lewis the final thanks of Government for the ability and zeal with which he has so long administered the department." Sir James La Touche then speaks of Mr. S. H. Butler, who also retired last month from the Secretaryship to Government in the Educational Department: "Sir James La Touche wishes to place on record his grateful acknowledgments of Mr. Butler's valuable advice and constant help in dealing with educational problems." These latter words contain a personal note that is wanting in the official thanks presented to Mr. Lewis. This is no doubt due to the fact that the Lieutenant-Governor and his Secretary are brought into intimate personal relations but one cannot help recollecting that Mr. Lewis served Government for twelve years and Mr. Butler for three only. We hope it is not true that Mr. Lewis has been allowed to leave India without any official recognition by the Government of India of his eminent services.

EXTRACTS FROM THE INSPECTING OFFICERS' REPORTS ON EUROPEAN SCHOOLS IN MADRAS.

THE Director of Public Instruction has printed extracts from the reports of the Inspector of European and Training Schools and the Inspectresses of Girls' Schools, Northern, Central and Southern Circles, respectively, on the European Schools within their jurisdiction, in the hope that they will prove useful to Managers of European Schools. "The

Managers are all working in a common cause, and it seems well that they should know in greater detail than it is possible to give in the Report on Public Instruction what is being done in this cause in the Presidency as a whole and how the condition of the schools strikes the various officers who inspect them." The Report by the Inspector of European and Training Schools is from the pen of Mr. P. P. Braithwaite. There were under his charge 38 schools, of which 2 were Colleges, 8 Upper Secondary Schools, 24 Lower Secondary Schools, and 4 were Primary Schools. There were 40 pupils in College Departments, 365 in Upper Secondary Departments, 995 in Lower Secondary Departments, 463 in Upper Primary and 1,667 in Lower Primary Departments: a grand total of 3,540. We must add that the figures for Colleges need explanation. Under the new Code, but not under the old, the number of Indian children in a school is strictly limited, and it is certain that in the year under review (1905) a considerable number of the forty college students were Indian boys and girls. *Per contra* of course there are Europeans and Eurasians reading in Colleges not within the Inspector's jurisdiction, such as, for example, the Presidency College, Madras, and the Central College, Bangalore. There was, in the case of College students, a slight, and in the case of High School students, a very considerable, decrease on the figures for 1904. The Acting Inspector notes that "the decrease in the College and Upper Secondary departments may be noted as a sign of the times, and a proof that even a greater proportion than before have left school for the Railway, Telegraph and other departments, at about the age of 15 or 16."

The schools are classified as (1) Public Schools, (2) Parish Schools, (3) Railway Schools, (4) Orphanages.

Under the head 'Possibility of re-arrangement,' it is remarked: "The loss of economy due to the overlapping of schools was strongly put forward by Mr. Stone in his last report. There has been no change in the year under review. The difficulty is the same as in England. Schools endowed originally from religious motives continue working even though numbers are small, and it seems as though re-arrangement would be an unmixed blessing. The anomaly of a supply of scholastic institutions in excess of the demand continues. With regard to the skeleton Lower Secondary Departments however (mentioned in last year's report) I think that something might be done if the managers would carefully set themselves to consider whether (to put it baldly) they are getting value for their money. Monetary considerations are bound to have great weight with such schools; it is almost safe to say that none could exist without Government aid. Under the new Code, it is likely that aid will be increased but the waste of money from whatever source it be supplied will be the same. Teachers, in many cases trained Matriculates, are being paid to teach Lower Secondary departments, some of which contain only about 8 children and one actually only two children (Railway Schools omitted). Additional reasons for urging the reduction of many of these schools to the Primary grade, which are patent to the Inspector, probably more than to managers, are (1) that in some schools the standard of the so-called Lower Secondary forms is so low as to be no higher than Primary standards in other schools, (2) that, although the girls must be provided for somehow, yet to keep bigger boys in these small and mixed schools is to my mind not the way to make men of them and is really militating against the object of the

managers, which presumably is to do the best for those under their charge.

The question of providing for the girls would not be difficult in a centre like Madras where girls' schools abound."

It is remarked that as regards school buildings, furniture and apparatus, "the schools are almost all well provided. Furniture and appliances are generally sufficient. The new school built by the Madras Railway at Bitragunta is quite a model....."

The report next deals with the vital question of staffing the schools. There can be no doubt that the teacher is the weak point in European Schools, yet nobody seem able to devise a practicable remedy. As regards staff "the table given last year has changed so little and shows so much the same state of things as regards the teachers of the schools that I see little use in repeating it. Women teachers are still in the majority and are, I think, greatly to be preferred in Primary classes. In Lower Secondary classes where boys are in the majority, a man's control is preferable. Male teachers are, however, no more forthcoming than they have been for some time past. There is now, even less than last year, a supply of young men coming forward to take up teaching. The reasons for this were fully dealt with in last year's report and it is not necessary to mention them again. It is not altogether plain whether the new European Code will be able to remedy this state of things. One point—an accepted fact—is that at present the supply of European and Eurasian Matriculates is non-existent. It is therefore not likely that the tide will turn and men teachers take the place of women in the Lower Secondary and Primary Departments. The only thing likely to turn it in any way is a Provident fund scheme which, I believe, is under consideration.

"For the present the only course which seems practicable is to induce managers of small schools to cut away their small Lower Secondary Departments, in which case boys taking the Lower Secondary or Middle School course will be obliged to go to the larger schools such as the Bishop's Corrie's and the Doveton College, where, presumably, it will always be possible to have a staff of men teachers. No doubt expense might be a bar in some cases to the choice of these two schools, but I am convinced that if some kind of concentration could be carried out on these lines, improvement would result."

As regards *efficiency of schools*, "in the Primary departments teaching is generally very fair and many schools are making efforts to use Kindergarten methods in the lower classes. The Madras Railway schools, perhaps, lead the way in this; they are now sending teachers to the Teachers' College, Saidapet, specially to observe the Kindergarten department there. In this connection it may be noticed that an inspecting school-mistress has recently been appointed by the Madras Railway Company, who goes about from school to school staying a few days at each and supervising the work.....In almost every Primary department, however, there has been a striving after improvement and better methods. The teaching in Lower Secondary classes is not so good.....It is disappointing to find that methods of teaching continue to be so mechanical. I can safely say that I have not inspected one school where the decimal system has been properly taught, nor is the reserve of knowledge of the teacher generally sufficient to make the reading lesson or book at all interesting.... Reading is, in most cases, badly taught. I refer to the actual puzzling out of the words. The children are allowed to be slovenly

and to shirk difficult words. They are often taught upon no definite system whatever and seldom called upon to rely upon their own efforts in puzzling out what is put before them. Hence some of the lamentable cases in which big boys and girls are unable to read properly at the age of 13.

"Another point where the teachers often fail is in helping the children to acquire a vocabulary. A Eurasian child's vocabulary is often as limited in English as it is in Tamil. Conversation lessons and extended reading are necessary: it is generally the case that a small part of the reading book is done so frequently that it is practically learnt by heart.

"The teaching of Geography may be said to be on the upward grade, but any idea of physical cause and effect is so foreign to the teacher that he or she generally pursues old text-book methods. This is however improving. In Arithmetic there is great need of more mental work and less writing. Children can often do complicated sums who cannot say whether $R\text{ } \frac{1}{2}$ is less than $\text{£}1$, and whether $\frac{1}{2}$ is greater than $\frac{1}{3}$. A great deal of improvement is to be hoped for in such subjects as Physics and Chemistry.... Finally, the depth of bad teaching is seen in Latin; the result obtained by the age of 18 or 19 is meagre in the extreme. It is however encouraging to notice that in four at least of the bigger schools regular teachers' associations are instituted which hold weekly meetings, the backbone of which is the criticism on model lesson. Physical culture is neglected somewhat in Madras where the work of instruction is left in the hands of natives for whom the boys have usually no regard. Volunteering continues to receive a fair amount of attention, but not as much as it deserves. The Military authorities complain a good deal of slackness. In accordance with the notification in the Gazette, I held an examination in July last for the

award of scholarships. Forty-two candidates appeared from eight schools and seventeen scholarships were awarded, seven in the Upper Secondary forms and ten in the Lower Secondary forms."

The Inspectress of Girls' Schools, Northern Circle, says: "The teaching staffs in number and qualification satisfy departmental rules. It may not be out of place here to remark on the requirements newly laid down for professional training since they appear to meet existent evils. Practical work for two or three years under a competent headmistress provides against a teacher being shackled by Training School methods. A knowledge of technique, without a grasp of the principles that govern it, was very often all that a teacher obtained from a year's training course and inevitably tended to a stifling of all originality, while the conditions laid down for the final examination are such as to ensure some amount of general culture.

"In estimating the efficiency of the European Schools all defects may be traced to the tendency to make the examination the end and aim of school-life. Parents value certificates and judge of a school's efficiency by its ability to produce them. The dependence on text-books, the habit of cultivating the memory at the expense of every other faculty—these and other evils have their root in work for examination purposes alone. There can be no question as to the view the best teachers will take of the abolition of the Lower Secondary and Primary examinations. They are now given a possibility of realising some of their ideals.

"In estimating the efficiency of high schools, one is apt to compare them with schools of similar grade in England, losing sight of the fact that English teachers have specialised in the subjects they undertake to teach, so no

matter how elementary the lesson, an expert mind is brought to bear on it. The absence of these special qualifications in India accounts for the circumstance that such a lesson as history is treated rather as a book than a subject.

"With reference to general reading, the school library with its meagre supply of up-to-date and interesting books is apt to be regarded by the teachers as satisfying a departmental requirement, and for want of encouragement and special consideration of their needs, to be neglected altogether by the children."

Miss Arnold, Inspectress of Schools, Central Circle, makes similar remarks about the evils of the examination system and says:—"The teaching of English has particularly suffered under the examination regime and it is on the whole below the standard expected in European Schools. English literature seems to have been completely crushed out of the programme and in none of the schools that I visited have I found any systematic attempt made to teach this subject in a thorough manner. The girls as a rule do not appear to have acquired any real love for good literature, much less the power of discriminating between well-written books and the sensational ephemeral productions of the present day. The high school libraries have but a scanty supply of works by standard authors and until the want is supplied the pupils attending these schools will be deprived of many opportunities of becoming acquainted with the best writings in their mother-tongue. The study of literature is perhaps one of the most valuable school subjects for girls as it is one of the chief means of cultivating the imagination and that right feeling for what is good and beautiful in life as well as in books. For this reason I should like to see more

time devoted to its study even at the expense of curtailing somewhat the present requirements for girls in science and mathematics.

"The intelligent treatment of geography and history will necessitate more reading and a closer study of modern methods by the teachers themselves while the compendiums hitherto so largely employed for cramming purposes will have to be subordinated to the carefully prepared oral lessons before the pupils can be expected to take any real interest in these subjects. This preparation in its turn should again contribute in some measure to the successful correlation of studies which is now almost entirely absent under the present system of teaching.

"French or Latin is usually taken as the second language in the European High Schools. If the study of these languages were carried sufficiently far to be of any real educative value, less objection might be made to their continuance, but as a rule I have found that even the Matriculation girls are unable to sustain a simple conversation in French, not to mention the fact that they cannot enjoy the reading of a standard French book without infinite pains and difficulty. As the great majority of the pupils attending European Schools have been born and brought up in India they must necessarily have facilities for acquiring a colloquial knowledge of the vernacular spoken round them. It appears to me that it would be far better to utilize this knowledge by introducing the study of one of the vernaculars into the European Schools as it might well be expected that such study could be prosecuted long enough to give the pupils the power of appreciating some of the best vernacular literature. Apart from its educational value, too, a thorough knowledge of the vernacular of the district would be of the greatest practical utility to

the girls in their everyday lives while it would at the same time place a ready means of earning their own livelihood in the hands of those who are desirous of embracing the teaching profession and also help to bring about a better understanding of the natives of this country by promoting that friendly intercourse with them which is now desired on all sides.

"The establishment of regular classes for the teaching of hygiene, domestic economy, including simple nursing and a knowledge of cookery will depend greatly on the number of scholarships and the amount of extra grants given to the schools, as specially qualified teachers will be required for this purpose. It must be remembered, however, that climatic conditions at once set a limit to the practical cooking which can be done by Europeans in India; but even allowing for this, it is essential that every girl should be taught the principles that underlie the proper selection and cooking of the food used in the home."

NOTES OF LESSONS IN ELEMENTARY PLANE GEOMETRY.

I.

1. A straight line is a line which lies evenly between any two points on it.

2. It is evident from the use of the straight edge that any number of straight lines can be drawn through a given point on a sheet of paper, *i.e.*, in a plane.

3. It is also evident that only one straight line can be drawn through two given points. In other words, two points determine a straight line.

4. Hence, if two straight lines coincide in two points, they coincide throughout their course. Simson's Corollary to Euc. I. 11.

5. Two intersecting straight lines have only one point in common.

For, if they had two points in common they would coincide.

6. If two straight lines in a plane (being produced ever so far both ways) have no point in common, they are parallel.

7. If AB, CD be two straight lines intersecting in O , and $A'B', C'D'$ another pair of straight lines intersecting in O' , and if, the latter pair of straight lines being applied to the former, $A'B'$ coincides with AB in direction, and $C'D'$ with CD the point of intersection O' must coincide with the point of intersection O .

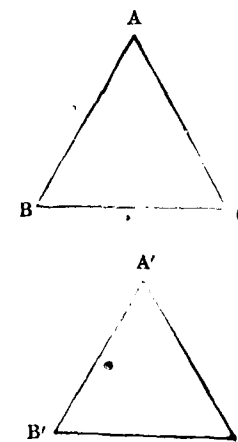
The point O' being on the line $A'B'$ must fall on AB . Again, O' being on the line $C'D'$ must fall on CD . Hence the point corresponding to O' must be common to AB and CD . Therefore O' must coincide with O .

8. If A, A' and D, D' be corresponding points, $O'A' = OA$, $O'D' = OD$, and $A'D' = AD$. $\angle A'O'D' = \angle AOD$, $\angle O'A'D' = \angle OAD$, $\angle O'D'A' = \angle ODA$.

9. Given that $OA = O'A'$, $OD = O'D'$ and $\angle AOD = \angle A'O'D'$, it follows that $AD = A'D'$, $\angle OAD = \angle O'A'D'$, $\angle ODA = \angle O'D'A'$ and that the triangles AOD and $A'O'D'$ are congruent. Euc. I. 4.

10. Given that $AD = A'D'$, $\angle DAO = \angle D'A'O'$, $\angle ADO = \angle A'D'O'$, it is evident that the triangle $A'O'D'$ can be superposed on AOD so that $A'D'$ coincides with AD , $A'O'$ with AO in direction, and $D'O'$ with DO in direction. Therefore O' coincides with O and the triangles AOD and $A'O'D'$ are congruent. Euc. I. 26, Part 1.

11. The angles at the base of an isosceles triangle are equal to each other. Euc. I. 5.



Let ABC be an isosceles triangle of which the side $AB = AC$. Then $\angle ABC = \angle ACB$. Take an isosceles triangle $A'B'C'$ which is an exact copy of ABC . Superpose $A'B'C'$ on ABC so that $A'C'$ coincides with AC . Then as the angle $B'A'C' = BAC$, $A'B'$ coincides with AB in direction. Also as $A'C' = AC = AB$, C' coincides with

B . And for the same reason B' coincides with C . Therefore $C'B'$ coincides with BC and $\angle ABC = \angle A'C'B' = \angle ACB$.

12. If two angles of a triangle be equal to each other, the sides which are opposite to the equal angles are equal. Euc. I. 6.

Let ABC be a triangle with $\angle ABC = \angle ACB$. Then $AB = AC$.

Take a triangle $A'B'C'$ which is an exact copy of ABC . Apply $A'B'C'$ to ABC so that $B'C'$ coincides with BC and the two triangles fall on the same side of BC . Then $\angle A'C'B' = \angle ACB = \angle ABC$. $\therefore C'A'$ coincides with BA in direction. Similarly, $B'A'$ coincides with CA in direction. Therefore A' coincides with A and the triangles $A'C'B'$ and ABC are congruent. $\therefore AB = A'C' = AC$.

T. SUNDARA ROW.

TRAINING SCHOOLS IN THE UNITED KINGDOM.

[We reprint MR. J. H. STONE'S Notes while on deputation in 1905-06 in connection with Training Schools in the United Kingdom.]

I.—THE TRAINING OF TEACHERS.

English and Scottish training institutions may be roughly classified as University and non-University.

University training colleges or departments usually train both secondary and elementary teachers; non-University colleges are for the most part maintained by the religious denominations for the training of teachers for elementary schools.

The training work, except that of secondary teachers in a few universities, of which Cambridge is one, goes on concurrently with general education. It is generally admitted that this is an imperfection and that the training of imperfectly educated persons ought not to be undertaken at all. It is, however, also recognised that an ignorant teacher is worse than an untrained one, and at present, general educational work takes up the larger part of the time and energies of the training colleges for elementary teachers.

Anything that I have to say about this part of their work will find a place under subjects and methods of instruction. I shall confine myself at present to training proper, merely remarking that, in the elementary training colleges, only that time is devoted to it that can be spared from the general educational course.

As was to be expected, I found that the methods of training pursued in Madras are for the most part those used in England. I propose to take them up *seriatim*.

CLASS-ROOM STUDY OF THE HISTORY, THEORY, AND PRACTICE OF EDUCATION.

This is, of course, much more thorough in the University Colleges, where students of a fairly high standard of education are being trained as secondary teachers, than in the others. Some of these colleges possess a very strong staff of professors and lecturers. Of those I visited, Victoria University, Manchester, is notable for this. Courses of lectures are delivered here on "The Principles of Education," "Portions of the History of Education," "The Observation of Children and School Hygiene," "Psychology and Logic in relation to Method and the Preparation of Lessons," "The Curriculum and

Methods of Primary and Preparatory School Teaching," "Theory of Education in Plato's Republic," "Some Ethical Problems of School-Life," "The Oversight of Girls and other Problems of Management in Secondary Schools for Girls," "Principles and Practice of School Management." Of these the last five are short courses.

Courses in other Universities cover similar ground. The following differences between their scope and that of the existing curriculum for the L. T. degree in Madras may be noted

Psychology is less prominent. In fact, a systematic study of psychology as a science is being less and less insisted on. On the other hand, Logic and Ethics, both quite neglected in our course, almost invariably find a place, as much of these sciences as can be directly applied to educational theory being taken up.

School Hygiene, usually in connection with organisation, claims considerable attention. The history of education is not treated as a subject which can be completely reviewed during the training course. Selected books and periods are studied rather with a view to the awakening of professional interest and creating a sense of continuity of development in educational theory than to the attainment of systematic knowledge.

The Class-room work of the elementary training colleges follows syllabuses laid down by the Boards of Education. These, as a whole, cover very similar ground to those laid down by the Universities but a choice is allowed as to which of a number of syllabuses each college shall adopt, so that no student studies all the subjects set forth above. The most recent syllabuses of the English Board should be very useful in framing courses of study for the training schools in Madras.

PRACTICAL WORK.

This may be taken under the heads—

Demonstration lessons.	Criticism lessons.
Observation work.	Practice in schools.

(1) *Demonstration or model lessons.*—This means of training is not very greatly used and when it is used, it is because the professor or a master of method has some principle or some method to illustrate or wants to put a number of inexperienced teachers in the right way. Model lessons do not come week by week at a given hour and on all sorts of heterogeneous subjects as they do in our Madras schools, where teaching is still too much thought of as a routine which can be imitated.

I was only present at demonstration lessons by the Assistant Professor at Leeds and the Professor at Reading and I thought them admirable.

(2) *Observation work.*—This may be done either in the Practising School attached to the Training College or in independent schools. Where schools are available in which good teaching is being done, observation of it largely takes the place of attendance at formal model or demonstration lessons. This is notably the case at Manchester. Attached to the department of education are two demonstration schools: the Fielden School and Miss Dodd's. These are model rather than practising schools and are conducted with a special view to experiment in methods which are described as "reformed," e.g., the "direct" method in modern language teaching and "practical" arithmetic. These schools have attained a large measure of success and I saw in them some of the most interesting and stimulating work that I met with. University students of education are encouraged to visit them for observation, seats being provided in each class room into which visitors can slip with out disturbing the work and on these seats is to be found a book containing notes of the course to which the lesson in progress belongs.

Observation need not be confined to teaching. The school buildings and organization can also be profitably studied. At Leeds, every student makes a careful study of at least one school, that in which he does his two weeks' course of teaching, and submits an elaborate report on it. In the Biron Training College, students visit schools and make similar reports in a book prepared for the purpose with printed headings, of which the principal are: *Premises* (plan, lighting, warming, ventilation, furniture, apparatus), *Classification*, *Teaching staff* (number, qualifications, distribution and duties), *Curriculum* (correlation of studies and concentration schemes), *Time-table*, *Home lessons*, *School library*, *School museum*, *Savings bank*, *Pupil teachers*, *Distinctive features or points worthy of record.*—The Culham Training College has a similar form but in greater detail and employing questions addressed to the student in addition to the printed heads.

From the notes of visits made by students and from what I learnt from the Training College authorities, I am sure that this means of training has great value. It has not yet been organized for any training institution in Madras so far as I am aware. There are difficulties in adapting it to India, but I do not think they are insuperable. For men like the graduates in the Teachers'

College who may aspire to posts in the inspectorate, it would seem particularly valuable.

(3) *Criticism lessons.*—These form a part of the work of all the colleges and I attended as many as I could. The teaching I heard, of course varied much in merit, but was on the whole a good deal above the average of that done by the graduates in the Teachers' College or the candidates for the L.T. degree, particularly as regards choice and arrangement of subject matter.

In all the colleges some means are adopted for letting all the students know the scope and method of the lesson about to be given. Usually a synopsis of it is posted on the notice board by the teacher who is to give it, two or three days beforehand and the students are expected to take a copy. This enables them to come to the lesson with a knowledge of what the teacher's aim is and therefore in a better position to judge of his success in carrying it out.

Very careful preparation of the lesson is insisted on, and the teacher giving it is not usually helped in this by the college staff, although the subject of the lesson is usually given to him.

The students are very commonly provided with a list of headings under which they can arrange their criticisms. I have several of these before me and expect to find them useful. The adoption of a hard-and-fast scheme of criticism perhaps involves the danger of the lesson degenerating into a routine which is, I suppose, why some masters of method dislike schemes.

I think, however, that masters of method value schemes in proportion as their treatment of method is scientific or empirical. When a man is convinced that teaching to be good must be in accordance with certain laws, whether the laws have been formulated by the teacher or not, just as reasoning to be good must be in accordance with the laws of logic, he is inclined to draw up a lesson scheme and test lessons by the degree in which they conform to it.

If the teaching was generally better than in Madras, the criticism was not noticeably so, and I thought that that of both students and masters was rather weakened in its effect by the great care taken to spare the feelings of the teacher. The criticisms were sometimes so guarded and qualified as to give an air of unreality to the exercise.

Although the arrangement of criticism lessons in groups or courses is advocated by competent authority and is a plan obviously likely to make them more useful, it does not seem to be commonly

adopted. This is partly, I think, because the old idea of the criticism lesson being primarily a means of determining the student's individual powers instead of a powerful means of correlating theory and practice is still very prevalent and partly because "practical" considerations are held to make it necessary that criticism lessons should be casual and miscellaneous.

In one college, however, I noted that some of the criticism lessons, of which a great many are put down for the year, occur in series. One was on "Trees in spring" from February to April, and another on the "Ancient Britons." There were also a number of lessons on wild flowers running through the spring and early summer months which constitute another though less marked course. It may be noted, however, that the lessons of each of these series would not all be classed as of the same "subject" in our schools. They would fall under one or other of the following:—Object lessons, reading, history, drawing, brush work and composition. In fact, the way in which the series are worked out is a very interesting illustration of the correlation of different kinds of school work and the concentration of effort in different ways on the same or connected subject matter.

An interesting variation on the ordinary criticism lesson is practised in one college I visited, where the students are occasionally asked to give impromptu lessons on subjects announced in the room. This at least recognises the need for readiness and resource in the teacher.

(4) *Work in the Practising school.*—Training colleges are usually provided with practising schools but less teaching is done in them by the students than is usually the case in Madras, for the simple reason that their general educational work leaves them little time for teaching. Almost all the practising schools are fully staffed independently of the students and the idea that a useful practising school could be had on our Madras system, where the students are the staff, appeared to all the people interested in the matter that I consulted on the point, untenable. Professor Findlay happens to have printed his views on the subject in a report on the Fielden Demonstration School and I think they are worth quoting: "It is of the first importance to have a well-qualified regular school staff in charge of the school classes. The very fact that so many training students take a share in teaching makes it the more necessary that a thread of continuity both in teaching and in management should be secured in each class; this can only be done by having a form teacher for each class, a teacher with some

experience and training, who can assist the Headmaster in oversight and in individual care for the scholars. If too much responsibility is left to students (many of whom are beginners in teaching) the scholars will suffer and the school would cease to be suitable for ordinary educational purposes and, therefore, not a proper school to serve as a demonstration to students." The way in which such a school should be, and often is, used for the practice of students is set forth by the same authority as follows: "When a student wishes to take a course of practical work, he sees the Headmaster and after consultation is appointed to take charge of some branch in one of the classes (arithmetic, literature or whatever it may be for which he appears competent) during two, three or more hours per week. He is required to be present every time the class study that branch, and he either teaches it himself or follows the teaching given by the Headmaster or class teacher or occasionally by myself. He keeps detailed notes in diary form of each lesson and submits these for inspection. He is expected to continue this work for at least a month and very often he may go on for many weeks, constantly improving and developing his grasp of method or he may change to another class or to another branch. He is also expected to visit the school at other times so as to follow the entire plan of teaching and become familiar with its daily life."

CORRELATION OF THEORY AND PRACTICE.

I made a point of enquiring in every institution I visited into the means by which this was secured. The following are some of them:—

Distribution of work among the staff.—The training work is usually shared by the Principal and the master or mistress of method. The former commonly lectures on the principles of education, the latter lectures on its practice and superintends the observation work, the criticism lessons and the teaching in the practising school. He is sometimes the Headmaster of that school. This makes possible a complete correlation of the various more practical parts of the work and very full use is made of the opportunity afforded. At one college, for instance, I observed that the Vice-Principal systematically uses criticism lessons for driving home the principles discussed in his lecture room and also constantly illustrates his lectures from what has occurred in practice and in another that the master of method makes similar use of the students' practical experience.

One master of method told me that his plan was first to lecture on the method of any subject, next to give a model lesson in it, next to hold a

series of criticism lessons and finally to send his students to teach it in the practising school. The difficulty of fitting in such a well planned series of exercises into the time-table must, however, be extreme and I imagine that teachers usually have to be content with only an approximation to such a completeness of system. Even when this distribution of work obtains, there is possibility of a want of correlation between the treatment of the principles and the practice. How far there is such a want will depend largely on the nature of the personal relations between the men responsible for each and I have no reason to suppose that there are not usually such as to secure thorough co-operation. I have already arranged that in the training schools under me, the same teacher shall lecture on "method" and superintend the practical work, but in the Teachers' College, I believe, one member of the staff lectures on the principles of education, another on its practice, and a third takes the criticism lessons, so that practically nothing is done to harmonise the work of the first two, neither knowing more of what the other is doing than he can learn from the syllabus of the L.T. degree examination, and the third similarly knowing very little of what either of them is doing.

Another way in which the correlation of theory and practice is helped by the distribution of work is by the members of the staff whose chief duty is to lecture to the students on the various subjects of their general educational course, having assigned to them the duty of being present when criticism lessons in their subjects are given, and by their special knowledge being made use of in other ways in connection with the instruction in the methods of those subjects. This might, I think, well be carried further than it is, and I think that in a completely organised training institution, the method of teaching each subject or group of allied subjects should be discussed by a man who has made special study of it.

Organisation of Practical work.—This, whether intentionally or not, by its thoroughness certainly helps to make prominent the relation between the theoretical and practical work.

Some features of organisation have been noted already. The following taken from the practice of various colleges might be usefully introduced in Madras.

In some colleges, students are required not only to prepare notes of the lessons they give in the practising school but also to write a brief report of each lesson, which should be an exercise in self-criticism, and contain the student's own impression

of the success and failure of the lesson and an attempt to analyse their causes and to suggest ways in which the lesson might have been improved.

In others, students who are not actually teaching in the Practising school or otherwise employed observe the teaching of their fellow students and write criticisms of it.

Child study.—I gathered that this is not very generally practised. Regulations for carrying it out appear in the syllabus of one college I visited. Certain children are pointed out to each student whom it will be his business to observe in as varying circumstances as possible and as to whose physical, intellectual and moral characteristics he is expected to write a report. If the fact that they are under observation can be concealed from the children, this exercise should be a valuable accompaniment to the study of Psychology.

A similar method is followed in another college. Each student, when observing the teaching in the Practising school, selects a child or children to be studied in detail by conversation or by work set for the purpose, and writes a report of his work.

NECESSARY ACCOMPLISHMENTS OF THE TEACHER.

(1) *Blackboard work.*—No great attention is given to writing and working mathematical examples on the blackboard probably because it is so difficult to find time for it.

Blackboard drawing is commonly practised but much more attention is given to paper drawing.

(2) *Elocution.*—Teaching is always provided. Phonetics is a subject very commonly studied, especially in the Scotch Training Colleges, with a view to improvement in the speech of school children. It is clear that a teacher who has a knowledge of phonetics has at his command additional means of teaching children to articulate clearly and correctly and to pronounce foreign languages. The subject would be very useful in Madras Training Institutions and should include (for teachers who will have to teach English) both English and Dravidian phonetics, though I do not know that any systematic study of the latter has yet been made.

FUTURE WORK IN ENGLISH EDUCATION.*

By PROF. M.E. SADLER, LL.D.

DURING the last ten years more thought and labour have been given to educational questions in England than at any earlier period in our history. If we compare the present state of things with that of a decade ago, we have good reason for encouragement and hope. Great additions have been made to the number of our schools and universities; within the last six years six universities in England have been either reconstituted or actually refounded, two in Yorkshire itself; great changes have been made in the machinery of educational administration, and an even greater change has come over the attitude of mind with which thinking people approach the question of what our schools should teach, how they should teach it, and what should be the social purpose underlying and inspiring their work. We have moved, often unconsciously, from our old moorings. A strong current which we could not resist has shifted us from where we lay, more or less comfortably, before. And we have had to move in a fog, a puzzling and dangerous fog, now impenetrably thick and now lifting enough to show that we are moving in strange waters. First on one side and then on another we have heard angry cries at impending collision. But the current carries us on amid conflicting advice as to the handling of the boat, and much discord of opinion as to whither we are really going.

If however, we review the general course of events in English education during the last few years, certain changes stand out conspicuously and call for notice. There has been a great growth in public control over educational work. The chief tendency of recent legislation has been to strengthen the powers of the Board of Education on the one hand and of the local authorities on the other. It is true that many of these powers have not yet been fully exercised, but they have been granted, often without serious challenge, and they lie in reserve. Whether in course of time the enforcement of these powers will come chiefly through the central authority or through the local authorities is still uncertain. The cantonal principle and the national principle are struggling for the mastery. Probably neither of them will completely prevail. But considerations of finance, the growing need for increased contributions from the Treasury in relief of local rates, and the

* From the presidential address to the Educational Science Section of the British Association at its meeting at York, 1906.

accumulation of experience in the very large and widely distributed staff of the authority point towards a steady increase in the power of the Board of Education to press for change, partly through the direct exercise of the power of the purse, partly through the action of local authorities taken in response to its own steadily urged requirements.

Secondly, we have realised more fully than heretofore the need for greater unity of purpose in the different grades of education, and the dependence of what is attempted at one stage upon what has been accomplished in another. For example, we have recognised the fact that technical instruction cannot be built up as a detached system by itself. In its higher forms it has to rest upon a long and carefully organised course of secondary education; in its more elementary grades upon a sound basis laid in the primary and higher elementary schools. There are a number of frontier questions. The need of adjustment between the methods of teaching in the infant school and those employed in the junior classes of the senior school; the waste of effort caused by a sharp break of gauge at the junction between the public elementary and the older type of secondary school; the impossibility of making an effective reform in the curriculum of preparatory schools without a modification of the requirements of the entrance and scholarship examinations at the public schools, are all frontier questions, the consideration of which has forced upon us the need for greater unity of plan in our educational system.

Thirdly, a wholly new stress has been laid upon the physical side of education. A systematic physical training must be regarded as the essential part of the daily work of every school, and will be found as beneficial to the intellectual and moral development of the scholars as to their bodily condition. For guidance in the educational treatment of every child according to its physical need; for the detection of defects in eyesight, in hearing and in teeth; for marking the symptoms of organic disease, we require systematic medical inspection of all school children at periodical intervals, especially in schools in poorer districts. The crux of the difficulty lies in getting the parent to act upon the medical inspector's report. But the majority of parents, especially when interest in the matter was shown by a personal visit to the home, would take the necessary steps to secure the medical treatment required. Where help was necessary, it would not be difficult, through the co-operation of charitable agencies, to secure it. And in cases of obstinate neglect the law should severely remind the parent of his responsibility.

But to improve the schools and the physical care of the school children is not sufficient without reforming the state of many of their homes also, and without a great change in some of the conditions of industrial employment. Where the insufficient feeding or the wrong feeding of some of the children is found to defeat the work of the school, the real cure of the mischief lies in dealing with the parents, with their economic weakness or ignorance or wastefulness or insensibility, as the case may be. Where the children come to school exhausted by the strain of long and late employment out of school hours, the remedy has to be found in stringent regulation of the use of juvenile labour, and, so far as may be, in the prohibition of those forms of premature wage-earning which are fatal to the gaining of industrial efficiency in later years. Thus at point after point purely educational questions are implicated with economic and social problems, and we are forced to the conclusion that educational reform, in any true sense of the word involves the intrepid handling of evils which lie outside the class-room and affect the home life and economic welfare of parents and children alike.

Great changes are coming, and coming in the right way, by individual effort responding in many ways to a new sense of national need, as well as by a gradual reform from within of many old institutions which have struck their roots deep into the national life. And, if we extend our view to what is going forward in Scotland, Wales, and Ireland the same impression is confirmed. It has been and is the good fortune of England to receive educational stimulus of different kinds from each of the other parts of the United Kingdom. Scotland, above all, has during the past century and a half taught us many lessons. And we have only ourselves to blame that we have not learnt from her many more. One of her lessons, that the higher educational opportunities should be brought within the reach of every lad of promise, we have at last taken to heart seriously with already fruitful results. Nor ought it to be forgotten how much stimulus and quickening of purpose we have derived from the zeal and courage of America, from the diligent pains, the thrifty but never parsimonious management and skilfully directed efforts of German education; from the very practical patriotism of Denmark, and from the brilliant renaissance in France. In education one nation is foolish to attempt a slavish copy of another, but even still more foolish to refuse to learn from it. And the result of all these divers influences on English education is that much more that is hopeful for the future is

quietly taking place in English education, than any one observer can realise.

The heaven is at work. If we were informed of a similarly fruitful movement in educational opinion in a foreign country we should be ready at once to admire and draw a moral from it. Let us not deny ourselves the pleasure of deriving encouragement from what is taking place among us at home. It was indeed high time for a great change, for I suppose that no one who endeavours to look upon English education with a candid eye can but admit that in no other civilised country have so many otherwise intelligent people been habitually indifferent to education, or unaware of what it may be able to do.

In spite of the fact that the suggestions to teachers in the elementary schools, issued as a Blue-book by the Board of Education, has had a sale equal to that of a popular novel, I am afraid that great tracts of this habitual indifference still remain undisturbed, and it must be admitted that in England, as compared with the best of Scotland and Germany, the home does little to co-operate with the work of the school; that manifold class separations have prevented the growth of unity in our school system—class separations which seem to me not to have disappeared, but to have been gathering into two large groups lately in educational work, and therefore to have reduced the amount of intricacy and the difficulty originally made by both; that we have been very wasteful of the more ordinary kinds of intellectual material; that we have done pitifully little to teach the mother tongue; that we have done far too little in our school lessons to kindle the imagination which, on social, on political, on economic, and on every ground we greatly and urgently need; and that by our worship of examinations we too often encourage, on the part both of teachers and of learners, the wrong attitude of mind.

On looking at the matter as a whole we have good reason to feel that during the last ten years the mind of the nation towards educational matters has significantly changed. If truth be told, we are worried and puzzled at the questions involved. But I make bold to say that we are perfectly right to feel worried and puzzled—that the central difficulties of the whole matter are the outcome of a profound change in our mental outlook, due to scientific investigation and to an upthrust of new social forces and ideals which is due in a great measure to the same cause; that our best chance of gradually finding a right solution for our difficulties lies in discarding the idea that somewhere in the world there is a magic

formula in education which can heal our troubles, and that we should rather recognise the need of patient and systematic experiment in new educational methods and forms of training.

It has been my duty during the last two or three years to be allowed by a number of local educational authorities and others to see something at first hand of many different kinds of education in typically different parts of the country. Might I venture very briefly to summarise the conclusions and impressions which these inquiries have made upon my mind? In the first place, I am profoundly impressed by the differences between different districts in this country, differences in economical need, and, what matters far more, in psychological outlook upon educational matters. If there is one country in the world where a rigid cut-and-dried State system is quite inappropriate, it is this country.

Secondly, I feel that we cannot be too grateful for the number of men and women all over the country, teachers and administrators and social workers, who are devoting to the question of the public welfare an amount of thought and time and money which I think, at any rate, is not surpassed in any other land. And we may be thankful for the fairness of mind and temperateness of judgment which mark their outlook on educational affairs.

I am also deeply impressed by the inevitable expense of education—impressed by the necessity of our doing much more than we have yet done, and yet by the grim figure of the rate-payer standing behind these iridescent hopes. I am convinced that we should do wisely in educational matters to try to carry the mass of the people along with us, and not to go too far ahead of current opinion. Things are moving, and people listen to argument, and I think improve the case that is put before them by their deliberations and criticisms. Much has been started during the last few years, and we may well be content to watch for the slow outcome of much that has been done.

Again, I think that we know very little about what is going on in England itself. I suppose that if anybody wished to say what the curriculum of all the great public schools was at the present time, how much time is given in each form to each subject, how many exemptions were allowed, and what kinds and degrees of specialisation were permitted, he simply could not answer the question.

Is it not much to be desired that we should have publicly on record a real description of what

is actually going forward in English education of all grades at the present time? Then this is a suitable occasion to plead for a systematic, periodic series of physical measurements of children in all schools as a basis for future social conclusions and scientific inquiry. Much more might be put together and published about the remarkable variety of work and change that take place in our English schools. We need something like an inventory of educational effort intelligently written, and its bearing shown upon the economic and social needs of the nation. We may welcome the new duties which are to be placed upon His Majesty's inspectors of taking these wider surveys of educational work and considering the relation of what is done in schools to the need of the communities in which the schools are situated. Is it too much to hope that some time the central authority will regularly publish these reports and current notes, and that every teacher and every member of a local authority should be able to receive regularly, and without trouble and without payment, each new number of the series from headquarters? We need much more cross-fertilisation of ideas through the regular publication of the results. We have much to learn from the freedom with which the great American central offices issue, without charge and abundantly, information to all who ask for it. The great thing is that we should not have things forced upon us by the central authority, but do them willingly and gladly in our own way; and we are far more likely to do that if we are continuously thinking of the matter and refreshing and stimulating our mind by a knowledge of what has been actually accomplished. Then in what remains for us to do will it not be wise to look to the growing points in the present educational situation, and then to encourage growth from those points, instead of wasting a good deal of time on what may be almost regarded as dead tissue?

The following seem to be the great points in English education at the present moment. First, the new keenness on the part of many intelligent workmen to get the elementary schools better, to have more individual teaching in them, to have fuller staffing in the high standards so that there is less marking time in the last years of the course, and then to have connected with the elementary schools, and in sympathy with them, a new type of school which provides a higher education to about fifteen years of age, and then a carrying forward from that of technical and physical education in evening classes well graded through the district; and for adult workers a further education, which is not simply bread-

winning and technical—excellent as that is—but which has a torch of imagination and humanity and civic idealism about it as well. I take it that that is one great and continuous line of the light across the educational situation, one that we ought to watch, one that we ought to welcome and encourage. And what has been done along that line will stimulate another line altogether to adjust it to the new conditions.

Then further, no one, I think, can visit school after school without being impressed by the keenness and vitality of interest in those classrooms where practical science work and manual work are being done. We are not here to plead for science against the humanities, or for the humanities against science, but I think we may indeed rejoice to see a new and kindling interest in our education through the greater development of practical studies.

And thirdly, it is striking how many of the great employers of labour during the last two or three years have shown a new and welcome interest in the problem of encouraging education among their work-people and apprentices. It is most striking in the case of the railway companies and the great engineering firms, and it is spreading from those firms to many other industries. Then there is a growing keenness for better physical training, a physical training which shall not end with the elementary school, but be carried on through adolescence and be part of the obligation of each individual to the community. But if we are to help forward the education movement at these points do we not need much more carefully planned and systematically watched educational experiments to see how to meet the need thriftily and efficiently? I mean experiments which will be thought out beforehand, continued for a sufficient period of years, in which failures would be as frankly recorded as the successes, and to which the results, not necessarily, I think, under the name of the school or the teachers, but possibly under numbers, should be regularly distributed among all concerned.

The first experiment which I would commend as greatly needed is one for the better classification of the children in public elementary schools with regard to their different rates of mental growth and different intellectual attitudes. Valuable work on this subject is being done by Mr. Lanth. Do we not too much in our present system of elementary education treat quite different types of children too much alike? Is not one of the most necessary things for social and economic well-being the greater individuali-

sation of English people, especially through the course of primary education? The sifting out of the defective children is the beginning of a process which I, for one, hope to see carried much further. In the town of Mannheim the Superintendent of Schools has arranged a subsidiary department in the school to which children of slower growth may be temporarily transferred for separate treatment and teaching until such time as they are able to take their place again in the main department of the school. In many cases where the students are very large in number there are divisions, one for the quicker and one for the slower children. But do we not need to push this a great deal further, and make much more distinction between different types of mind and rates of intellectual growth from the bottom of the school upwards. It means smaller classes, and smaller classes must be very expensive, so expensive that I think we ought to try by experiments to see what we can do effectively to individualise the children by dividing classes for different parts of the work, by encouraging private study on the part of some of the children to a much greater extent, and by massing groups of children more together for certain subjects.

It would be an excellent thing if each great local authority would have two or three of its elementary schools set apart to work out the educational problem and the financial problem really involved in giving every child in the school an individual and suitable training.

Then it is desirable that we should have in more of our districts a new type of elementary school tried, with far more manual work in the curriculum, with a great deal of physical training, and much simpler literary and arithmetic training. We have a lesson to learn from the industrial schools, and I cannot help feeling that, with all the good intention in the world, the present curriculum of the ordinary school is too ambitious and too varied.

Then we need a very careful working out of the course of study and of training in *esprit de corps* in higher elementary schools between the years of twelve and fifteen—careful experiment as to how to adjust the studies in those schools to the real needs of different kinds of practical life, and at the same time how to keep fresh and strong a literary interest and feeling of civic duty. We need, again, a carefully watched experiment as to the actual results of postponing the beginning of Latin as a regular school subject until twelve years of age. We wish to know how quickly clever children who begin late can

actually pick up to the standard reached by those who have begun the language much earlier. We need, I think, to know more thoroughly than at the present time what such a change as the postponing of Latin until twelve would mean actually to the normal standard of scholarship at the head of the classical secondary schools. We need a careful comparison of the classical attainments actually reached in the *Gymnasien* in Germany, where this system has for some years been on trial with good results, with the classical attainments of the boys at similar ages in our own classical schools. Further, a comparison should be made of the general attainments of the boys in the same two groups of schools. If it is possible to defer until twelve the beginning of Latin as a regular school subject many difficulties arising from the break of gauge between primary and secondary education will be found to be happily modified.

I desire next to direct your attention to what is at once an urgent and extremely difficult problem in our English education—I mean the waste of intellectual power and the waste of moral discipline which arises from children leaving the elementary school at thirteen or fourteen and passing outside altogether from discipline and educational care. The problem of the right education of boys and girls during adolescence is only just beginning to receive the attention which it deserves. But can we live in our great cities without having an uneasy feeling that modern conditions of city life and of city employment, with its opportunities for earning a comfortable wage quite early, and with its opportunities of excitement, are really imperilling the stamina of many of the boys to whom we might look forward to be the recruits of our skilled industries, and to many girls to whom we look to be the mothers of good and healthy homes in the future? It is much to be feared that certain phases of modern industry which depend on the practically unskilled employment of boys and girls as they are turned out of the elementary schools are in part parasitic in character, and, may be, get more than they ought to have, and more than their promoters realise they are getting, of the moral force and physical strength of the nation.

In the year 1902, of the whole population of London between fourteen and twenty-one only 15 per cent. were actually in attendance at the continuation schools under the then London School Board. If we double that (and it is an excessive estimate) for the number in the evening classes under the then Technical Education

Board, we come to 30 per cent. only of these young people who are under educational care during those critical years. In 1904, in Manchester at least 14,000 between fourteen and sixteen were not in evening schools or day-schools. The conclusion which is being forced, I think, on the majority of observers is that we cannot afford to allow this leakage to go on. We are in the position of people who have laid down a costly water supply and then left a hole in the pipe just behind the tap. Mr. Creasey in his excellent book on technical education in evening schools, and the authors of "Studies of Boy-Life in our Great Cities," issued by the Toynbee Trust, have all agreed that something must be done to require in certain forms continued education during those critical years. Out of seventy-six teachers and experienced administrators in all parts of the country whom it has recently been my duty to consult, no fewer than fifty-two were in favour of some form of obligatory attendance at continuation classes.

During the last two years there has been a remarkable improvement in the organisation of evening schools in many industrial towns in this country—an improvement due to the labours of the local authorities and their organisers, and to the wise counsels of the Board of Education. I wish to point out what has been done in Halifax. Last year, in Halifax, of all the boys in the borough of thirteen, fourteen, and fifteen years of age who had left the day school, 69 per cent. were in the evening classes, and 96·7 per cent. of the boys enrolled were attending three evenings a week; 25 per cent. of them had not missed a single attendance, and 41 per cent. had made between 90 and 100 per cent. of attendances. That has been done through good organisation on a voluntary basis, by grading the schools skilfully, by wise inducements to punctual attendance, and also by making the courses of study bear directly on the varied trades and needs of the borough. In the rural county of Cambridgeshire there is, I believe, an evening school in every parish, and I believe I am right in saying that, as the result of many years of careful work and encouragement, 60 per cent. of the boys who remain in the county after leaving the elementary schools are to be found pretty regularly attending the evening classes.

There are one or two cases of wise and liberal action on the part of employers of labour to which I will allude. At Messrs. Rowntree's cocoa works in this city all girls under seventeen are required to attend a school of domestic economy, cookery, and so forth two hours a week during

work-hours in an excellently planned and well-taught school, maintained by the firm at its own expense in the works. There are three teachers; the school is under the supervision of the Board of Education, 520 girls are in attendance, and the results are most encouraging to those who have tried this valuable and epoch-making experiment. Messrs. Cadbury at Bournville require all their work-people under fifteen to attend the gymnasium twice a week. At Messrs. Crossfield's, of Warrington, attendance at evening schools, greatly helped by the firm, is compulsory for all boys and girls employed under seventeen years of age, and the hours of work with the firm are so short as to make this attendance possible without undue fatigue, and all boys and girls of fifteen (thirty boys and twenty-five girls) are sent to learn swimming at the town bath.

Very great as is the value of this voluntary work, it does not touch the mass; it does not touch that huge residuum which we feel is drifting off, after the elementary school, into physical and intellectual disorder, losing the habit of work, losing the habit of discipline, becoming casual, losing exactly the powers of mind, body, and character which are needed if they get the opportunity to learn a skilled trade.

But shall we not conclude that it is no good merely to make attendance at existing continuation schools compulsory unless we touch as part of the problem the question of the hours of late work of juvenile workers? The remedy will lie in throwing a statutory obligation upon all employers of juvenile labour up to seventeen to facilitate attendance of their young people at evening classes without undue physical overstrain. The local authority should act in concert with the employers and the representatives of the workers in each trade to plan a course of study in the evening schools which will be technically useful to those who receive it, which will at the same time be beneficial to them, and which shall not lose sight of the civic purpose.

This is exactly the stage through which Germany has passed. Prussia is organising, by local option in district after district, obligatory attendance at continuation schools, by throwing on the employer the duty of facilitating the attendance of his own workmen at such schools, and permitting the local authority to make such attendance obligatory on boys, or, if they wish it, on girls, within a short period of years as may seem to them suitable. In varying degrees, in a number of other German States, viz., Bavaria, Württemberg, Baden, Saxony, Saxe-Weimar, Saxe-Meiningen, Saxe-Coburg, Gotha, and Hesse.

In Switzerland attendance at continuation schools is, in part if not wholly, obligatory in seventeen out of the twenty-five cantons for boys, and in one canton for girls. I should like to see a beginning made by some local authority's requiring attendance, at a course of physical training for all boys and girls up to seventeen. But we must also raise the level of the primary schools by quickening the intellectual power of the teaching through making the number in the classes smaller. We must develop our secondary schools in order to spread a wider educational outlook among the employers and foremen. And these two changes, working together, will, I believe, steadily and at no distant time lead us to the conclusion that it is not only necessary but wise to make some measure of attendance at continuation schools obligatory for boys and girls until they are seventeen years of age, leaving the details to local option, and encouraging those districts which adopt compulsory attendance by a double grant.

There are three great names in educational history connected with the county in which we are met: Alcuin, the head of the great school at York, who organised for Charlemagne the palace school at Aachen; Roger Askham, of Kirby Wiske, near Northallerton, a friend of Lady Jane Grey, and the teacher of Queen Elizabeth, who among older writers on education was unsurpassed in his psychological analysis of the different types of mind with which the teacher has to deal; and Joseph Priestley, man of science, philosopher, and teacher, who opened out for the middle classes a new ideal of modern secondary education, insisting that the studies of the secondary schools should be brought into real touch with the needs of modern civic life, and who wrote perhaps the best essay in the English language against any undue State monopoly in the control of national education.

Have not each of these great Yorkshire leaders their message for us to-day?—Alcuin to remind us that, whatever else is done, the nation must educate its leaders; Askham to remind us that, in order to individualise our scholars, we must distinguish between their aptitudes and natural rates of individual growth; Priestley to remind us that the key of the situation lies in getting new ideas and greater keenness into the secondary schools of middling rank, and that we should do nothing to weaken individual initiative and private experiment by taking the tempting short cuts offered by excessive State control.—*The School World*.

THE BRITISH ASSOCIATION.

THE EDUCATIONAL SCIENCE SECTION.

Prof. Sadler's Presidential Address is given elsewhere.

THE HEALTH OF SCHOOL-CHILDREN.

Sir Edward Brabrook presented the report of a Committee on the conditions of health essential to the carrying on of the work of instruction in schools. This laid stress on the importance of dealing with aural and dental disease during the school life, reminding the members that deterioration of teeth is intimately connected with a variety of intricate causes affecting the general health of the nation. In regard to play time and leisure the Committee had made inquiries in America, Germany, and France, and recommend as follows:—

1. Short school hours of vigorous work, guided or independently broken by frequent intervals of relaxation.
2. That teachers be encouraged to secure the co-operation of parents in affording the children opportunities to develop their own individuality in home life.
3. That no home lessons be set by the school for younger children.
4. That the curriculum of elementary schools should include a scheme for organized play.
5. That organized play should consist of such games as will develop the physical and mental powers of the child in grace and movement, voice culture, and imagination, and will continue in the home the lessons unconsciously taught under this system.

Sir Lauder Brunton discoursed on rational physical training, and took the opportunity to recommend the National League of Physical Education and the International Congress on School Hygiene. Dr. Ethel Williams spoke on the general medical inspection of children in voluntary schools, dealing with the enormous importance of early treatment and the pointing out of the necessity for that treatment:

To do it thoroughly, three examinations at least would be necessary, one on entering, one on passing out of the infants' school, and one when eleven or twelve years of age. Children who were not getting on, or who showed signs of weariness, should be set aside for special medical examination, whilst in times of epidemics special examinations would be of enormous advantage. Piecework in England was very expensive,

and she suggested that the best plan would be for the Local Authority to appoint special officers to give their whole time to hygiene and the medical inspection of the schools. In Newcastle they had about 45,000 children on the books, and she calculated that there would be about 20,000 examinations in the year, and that the expense would be about a farthing rate. She estimated the expenditure for the country at large at £200,000, which would give three inspections of children between the ages of five and sixteen, as well as general medical supervision in time of epidemic and supervision of school buildings. By this means a large amount of disease and premature deaths might be prevented, and, what was more important, the morbidity that arose from early neglect and physical weakness would be lessened.

Major Salmon followed with lessons from the Swedish system of military gymnastics as applied in Denmark.

WORKING-CLASS EDUCATION.

Mr. H. O. Meredith, M.A., read a paper describing the organization and methods of the Workers' Educational Association.

The root idea of Association is to wed to the existing University Extension Movement a system of local associations or guilds which shall comprise all students and interested persons, together with delegates from all working-class and educational organizations in the neighbourhood. The object is to supply some substitute for the collegiate basis of university life, to make work continuous and effective, and to prevent overlapping. The hope is that, at least in the larger towns, these guilds may grow eventually into working men's colleges of the London type. Besides this organizing work, the Association is already engaged in collecting information on various educational problems. It is hoped that with the spread of its local guilds this may become an important department of its work. The Association is manned and officered by artisans and clerks, who have so far done all the work of note that has been accomplished.

One of the chief difficulties is to construct courses of study that shall be within the powers and the leisure of the mass of wage earners aged from seventeen to forty.

THE CURRICULUM OF SECONDARY SCHOOLS.

Mr. T. E. Page (Charterhouse) opened a discussion on "The Balance of Subjects in the Curriculum of the Secondary School, and the Nature of the Training necessary for Teachers in such Schools." In order to adjust properly

the balance of studies in secondary schools, he said, there is a pressing need, not merely for discussion, but for practical action. To that end a strong committee should be immediately formed—and the British Association is in an excellent position to take the initiative—with a view:—

1. To drawing up, at least in outline, a scheme of general study to be pursued, as a preliminary to any special training, by all pupils: (1) in schools which prepare for the Universities, and where pupils stay until the age of eighteen; (2) in other schools which do not usually prepare for the Universities, and where pupils often leave at the age of sixteen.

2. To indicating, as far as possible, what should be the method and purpose of teaching the various subjects chosen.

3. At what stage, if at any, "specialization" should be allowed.

In the large public schools there has been no rational and systematic attempt to deal with a new order of things such as has been created by the immense advance in scientific knowledge and the altered demands of modern life in the past forty or fifty years. In fact (1) either the old classical teaching has been retained, and a great variety of other subjects have been added to it in a haphazard manner, with the result that boys are wholly confused by the bewildering number of things they have to learn, so that they learn nothing well, and lose all real mental training; or (2) classical study has been abandoned altogether by boys who join either an "Army Class" or a "Modern Side," in neither of which does any real educational purpose exist, the former aiming merely at success in examinations, which are continually altering their character according to the changing humour of military authorities; while the latter has usually no higher aims than to give boys what is called a "practical," "useful," or "commercial" education, the study of languages, for instance, being conducted chiefly with reference only to their utility, and that of mathematics and science only to their application. Dealing with the administration of the public schools, he said the headmasters believed that that form of administration was best in which they could say: "I am supreme." They said: "Let us stick to this system, because it means independence, variety, and elasticity," which meant that each individual was to act as he pleased, and according as he was swayed by a variety of motives which were certainly many of them not educational, and in four instances out of five were really financial. As far as can be judged, the tendency is at present

to completely oust classical study. The pressure of competition and the obvious commercial value of scientific knowledge make it every day more difficult to maintain a study, which has no apparent "wage-earning" value; and yet, in the interest of science as well as literature (using those two words in a wide sense), it is vital that in education no study should be estimated too entirely by the standards of the market or the counting-house.

The Hon. and Rev. E. Lyttelton (Eton), contributed a paper which was read in his absence. Facts, he said, seemed to show the choice of subjects was only one among many influences, and by no means the most important. Still there was no reason why they should shirk the task of making the curriculum as good as they could. It must be remembered that certain faculties in the young developed before others, and there was a natural transition from one stage to the other, which took place at approximately the same age, between fourteen and sixteen. We must make quite clear which of two ideals we had before us, the awakening of a strong desire to learn or the equipping with a certain minimum of knowledge supposed to be indispensable at a certain age say nineteen or twenty-two. Mr. Lyttelton expressed his preference for the principle of inspiring rather than of packing. The attempt to meet at school different professional needs was perfectly hopeless, but might easily upset the time tables; and what was worse, degraded our ideal. Among all the imbecilities of our recent educational history perhaps there was none more baneful than the attempt to give boys what was professionally useful with the hope that their idea of knowledge would remain lofty and disinterested meantime. There should be science mixed with literature before sixteen, and, even after, when specialization had begun, neither subject should be pursued in isolation from the other. There remained a hotch-potch of subjects, each of which had its own very noisy advocates. The question was not whether the subject was in itself interesting, but what was possible and what was most desirable of the many alternatives. In view of all else he thought there were three which seemed to be quite essential, and in this order: Music, English Composition, and Geography. More might be done to foster history reading out of school. We certainly were wise in trying to determine what mental training was required before we allowed materialism to make havoc of our ideas.

Waste of Time.

Mr. J. H. Leonard spoke on the waste of time in
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secondary-school work. Time is wasted from over-elaboration of a subject; from a lack of co-ordination in the work of related subjects: the latter naturally results in the over-lapping of subjects. There is, further, the waste of time in specific subjects as generally taught. Valuable time is wasted in the rigid adherence to "term examinations" and in the preparation for public examinations, the functions of which might be better discharged by adequate inspection. The waste of time entailed by the useless elaboration of marks and reports is also regrettable. All such mis-application of school-time means loss of energy which might otherwise have been profitably employed. The remedy will, of course, vary in different schools and as regards different subjects. But the principles to be kept in view will be the same throughout:—(1) any expenditure of time which does not give adequate return must cease; (2) subjects included in the curriculum must be co-ordinated.

Need of Simplification.

Mr. A. C. Benson, M.A., said (in a paper read in his absence) that, for the large majority of average boys, the classical system however conscientiously administered, is, under present conditions, a deliberate disregarding of most of the methods by which intellectual influences may be brought to bear on the young. The principal defect of public-school education is its diffuseness, its lack of concentration, its vagueness, its desultoriness. The boys master so little, and so rarely seem to learn how to use their minds. The crying need is simplification. French, arithmetic, modern history, English and European, with geography, elementary science, taught by popular lectures with demonstrations, Bible teaching, and English should form the central core of education. This would be ample for the majority of average boys. The French should be taught most thoroughly, so that a boy would be able to read it with absolute ease, and write it flexibly and accurately; and the same should apply to the boy's writing of English. The modern history of England and Europe would give the boys an inkling of the development of modern political questions, whereas the custom of doing isolated periods produces nothing but mental confusion. Then, according as it is discerned what the boy's special idiosyncrasies are, so should those abilities be catered for. Of course, mistakes would sometimes be made, but they are made on a far more colossal scale now.

SCIENTIFIC METHOD.

Prof. J. J. Findlay, in a paper on "Scientific Method in the Study of School Teaching," said.

that progress in the study of education had been hindered:—(1) By the error made by the earlier advocates of "training" in treating the study of education as a kind of applied philosophy; the work of eminent psychologists such as Prof. James Ward and Profs. James and Dewey in America had, however, served to clear this issue. (2) By the popular interest in education and in schools. Everybody had a direct interest both in the political and personal aspects of the subject, and readily adopted an opinion on many topics embraced under the term. Hence the necessity for such prolonged investigation as was demanded by other branches of science had been commonly denied—equally by men of letters and science as by the general public. (3) By the extensive range of studies included under "education." Some of the important reforms introduced into English schools had been due, not to investigations conducted within the schools on a scientific method, but movements outside the schools, which had first of all gained the public ear, and had then been adopted without an adequate inquiry into the children's nature or needs. Thus these reforms had largely gone to waste, and, in proportion to the public interest excited, had produced only a slight effect upon the young. Other reforms, however, had been produced with a greater approach to scientific method—i.e., they had been prefaced with a definite theory as regards both the ideal to be achieved and the nature of the scholar who was to undergo the experience—followed by a definite experiment in applying theory to practice over an extended period.

The Rev. E. C. Owen (St. Peter's, York) laid stress on the personality of the teacher. "It is the man behind the desk that is going to win or lose the fight. Training will never eliminate mediocrity."

GRANTS AND INSPECTION.

Prof. H.E. Armstrong urged that "a free people should have free schools which were free to develop individuality," whereas "all over the country our schools are sacrificing their freedom for a money bribe—in exchange for State and County Council grants." A number of speakers indicated strongly the desire for further modification of the work of inspectorship in the direction of freedom; and Miss Coignou (Manchester) very properly claimed that Inspectors should have more first-hand knowledge of the teaching itself.

MODERN LANGUAGES.

Prof. Findlay reviewed the processes involved in the acquirement of a foreign language, explaining the conclusions arrived at during experiments

extending over many years. The process, he said, was fundamentally one of acquiring habits of automatic reaction in the association of foreign symbols with ideas. The special hindrance encountered was due to the setting up of a translation habit instead of expressing the thought directly by the symbol appropriate to it. The attempt to "establish" two foreign languages at the same time should not be made. Prof. J. G. Robertson dealt with the decline of German as a school subject in England whilst it had advanced rapidly in America, and suggested the vitalization of the methods of teaching the language, its importance depending not merely on the utility of the language to the student of science and philosophy, but upon its value as a means of bringing us into touch with literature for the development of the Anglo-Saxon mind. Mr. F.B. Kirkman also contributed a paper on recent progress in modern (foreign) language instruction, pointing out that there was still a tendency to teach more languages than could be learnt in the time available.—*The Educational Times*.

OUR ENGLISH LETTER.

CAMBRIDGE, October, 1906.

The vacation, is almost at an end. The schools have entered on their new year, and there are signs of life even in the streets of Cambridge. And when our summer vacation is over it is a sign that Christmas is near at hand. Socialism in relation to Trades Unionism is a topic of the hour. Another is the Church Congress, which, having deserted the stately Cathedral Cities, is meeting in Barrow—a town that did not exist yesterday, but sprang up in the night through the labours of a wealthy Methodist: and now Barrow has the archi-episcopal sanction to exist and is the scene of a Congress that has had certain remarkable features. There seems to have been much plain speaking, and opposing views were proclaimed with much spirit and good temper. It is interesting to notice that just at the very moment that Trades Unions are protesting against a socialist label being applied to their organisation, there has been a distinct move in the church towards Christian socialism. 'From this day' said Dr. Stubbs, the Bishop-designate of Truro, 'I am a socialist after the pattern of Maurice and Charles Kingsley.' In these days labour is coming to its own, and it will be interesting indeed to watch its relations with the churches.

Aberdeen's celebration of its Quater-centenary was a complete success. The weather had been

the chief uncertainty, but Scotland forgot herself. So fine, so treacherously fine was the weather that a Russian delegate said—'I have heard bad accounts of the Aberdeen climate, but I am convinced that it has been grossly maligned. I mean to bring my wife and daughter here in March.' This announcement was received in silence. Those of the visitors who had been in Scotland during August are making quite other arrangements for next March. All the arrangements had been made with admirable foresight. The town co-operated splendidly with the University. Town and gown in a Scotch University town are not what they are in England. Despite the vast improvement of recent years the old feeling of alienation here has not been finally disposed of. The social gulf is too great, though that again is being bridged. But it is matter of common knowledge that things have not been so in Scotland. All roads in Scotland lead to the University, and all classes travel along them.

Aberdeen's new buildings gave great satisfaction. At night with moon shining on them the granite towers seemed virgin white, and the whole effect showed with what skill the architect had used his material. The wooden building, that Lord Strathcona built to entertain his guests, was not intended to vie with the others in architectural beauty, but it served its purpose admirably, and the hospitality extended there was certainly on a most lavish scale. Lord Strathcona himself, alert and erect as ever despite his eighty-six years, took a great part in all the proceedings. He has indeed proved himself a model Chancellor. Few Universities have been better served by its high officials than Aberdeen has been by its Chancellor and Sir Frederick Treves, its Lord Rector.

The story of the proceedings is not without interest, but we shall only refer to the crowning ceremony on Thursday, September 27, when the King and Queen opened the new buildings. The ceremony was held in the quadrangle of Marischal College, and was witnessed by no less than four thousand people. This was really the opportune moment for the rain, but it did not come, and the visitors were well enough content with the sunshine. Both the King and Queen showed the qualities that have endeared them to their subjects. There seems to be no limit to the King's power of saying and doing the right thing at the right moment: his tactfulness is beyond praise. His voice proved so strong that he was easily heard, though the same could not be said for certain other speakers. At night in the temporary dining hall it was impossible to

hear the speeches. Mr. Carnegie informed the gathering that he had given his speech to the reporters, and he hoped everyone would read it. Such is the power of the Press.

Last month some reference was made in your English letter to Professor Burnet's claim for fresh legislation for the benefit of Scottish Universities. He has been ably supported. Professor Laurie has made out a strong case for some change in the law. No Scottish University can even make a change in its curriculum without the consent of the other three. Some measure of autonomy is surely essential, so that each place may develop on its own lines and do more efficiently the work that is specially its own, without having to set lumbering machinery in motion. Caution is not supposed to be absent from the Scottish character. It is hoped that the Scots of the Cabinet will trust their fellow countrymen of the Universities.

The date is announced for the election of a new Vice-Chancellor at Oxford. Few men have discharged their honourable duties in this office with more distinction than Dr. Merry, who now retires from the Vice-Chancellorship. He has long been a prominent figure as Rector of Lincoln and Public Orator to the University, while in his undergraduate days at Balliol he had a reputation as a wit and writer of light verse. His wit has certainly not deserted him. Without the bitterness of his predecessor, Mark Pattison, his wit is caustic enough, and upon occasion a few words from the Rector to a delinquent undergraduate have been a painful memory for years afterwards. At the same time in friendly conversation he talks as few can, and many a *bon mot* of his is current coin. At Lincoln a few years ago men need never have been in doubt as to the difference between wit and humour,—a difference that surely exists though not always recognized—for there were men in the college who personified them. If the Rector was an embodiment of wit, the Sub-Rector was certainly an embodiment of humour. Mr. Warde Fowler is no longer Sub-Rector but still happily a Fellow of the College. He did not deal so much in the wit which consists in a skilful manipulation of words and a summing up of a situation with a description that could not be surpassed for point and brevity and a power of retort in conversation that makes another hesitate to join battle: his humour was an attitude towards life and men, something more kindly and gracious that won the affection of all who knew him. Any distinction between wit and humour is incomplete that does not make humour to be less a matter of words than

wit and something that plays less for its own hand. Together Dr. Merry and Mr. Warde Fowler were model rulers of a College. And the University owes much to one of the few men who have been able to make a state speech in Latin full of scintillating wit. Like his predecessor as Vice-Chancellor Dr. Merry is a Homeric scholar, though the author he has made his own is, appropriately enough, Aristophanes.

After a lull the storm is again beginning to rage. The Education Bill will be the first subject of importance in the Autumn Session of Parliament, and is now again supported and denounced in the news papers. Almost anything may happen, and as this letter is supposed to be history rather than prophecy perhaps it would be best to postpone further remarks till there is more of definite fact to chronicle.

Politically the protracted illness of Mr. Chamberlain is bound to have a material effect on the course of events. It will mean much to Mr. Balfour. What he will do without the constant stimulus supplied by Mr. Chamberlain is quite uncertain. When difficulties arise with the House of Lords, as they must do next Session, Mr. Chamberlain's skill in debate and power to press home his advantage would have been invaluable. But it is hardly to be expected that he will take any part in this Session. Rumour has been very busy, and without our crediting the more sensational suggestions, the serious nature of his illness is only too apparent. All join in hoping for a recovery as speedy as may be.

"Lord Rosebery is the most incalculable of men." This was Gladstone's verdict, and when we opened our newspapers one morning this week we were inclined to believe in its truth. He has startled everyone by the appearance of his book on Lord Randolph Churchill: and in these days of 'puffs' and preliminary paragraphs there is something very welcome in the appearance of any book, unheralded as the 'most remarkable work of its kind that has been published for many years.' This book is the work of loving hands and shows something of the brilliance of both its subject and its author. It is slender in size, but full of interest. He tells many amusing stories of his friend: 'When he delivered his three speeches in Edinburgh—what he sportively called his trilogy—he left the manuscripts of all three speeches with the dates on which they were to be delivered in charge of a London Editor. He consequently enjoyed another triple sequence—of sleepless nights, in agony lest the wrong speech should be published on the wrong day. This painful experience made him determine to abandon

the practice: but I am not sure that he did.' He sums up thus: 'Even with his unfulfilled promise he must be remembered as one of the most meteoric of Parliamentary figures, as the shooting star of politics, and as one who, when in office, strove for a broad and enlightened policy to which he pledged his faith and his career. He will be pathetically memorable, too, for the dark cloud which gradually, enveloped him, and in which he passed away.'

THE EDUCATIONAL MAGAZINES.

The School World—The Rev. J. M. Lupton, Librarian of Marlborough College, writes on *The School Library as an aid to Form-teaching*. "The Library, properly used, should widen the knowledge of the teachers, or make it more precise, it should help the taught to supplement the meagre information of the text-book, or to follow up the interest which the teacher has awakened." Mr. Lupton complains that boys do not take advantage of the library; at preparation time it is crowded, at other times deserted. He doubts whether any great improvement is to be expected at present since school life is now so organised, so strenuous that little time for private reading is left. Those who strive to increase the use of the library by propounding a set of special questions overlook the fact that the library contains only one copy of any work to which reference is necessitated by the questions and that every body wants to use it at the same time. He proceeds to show why it is practically impossible to improve the translation or history lesson by referring boys to the library. He concludes that the school library cannot, except to a very limited extent, be used as a direct aid to form teaching. He shows that the modern parent has no very great taste for reading, and the son or daughter naturally follows suit. He thinks that the only remedy is for masters themselves to show boys that they are honestly fond of books, fond of reading, fond of study for its own sake. Boys are imitative, and the master's views and characteristics commend themselves for imitation. Mr. E. M. Carter, Art Master of the Whitgift School, Croydon, writes on *Pictures for School Decoration* and so enlarges on a topic treated of by J. N. F. in *Indian Education*. Mr. Arthur Rowntree writes on the *Overbalanced Curriculum*. He analyses the hours of the school week and claims twenty for leisure. He points out that in any curriculum, (1) variety of subjects is essential, (2) training for power of work and service is essential. The latter condition is left out of sight

when no time for leisure pursuits is possible. By leisure waste of time is not meant. Mr. Rowntree discusses the various kinds of occupations a boy is likely to take up in his leisure hours and gives his own experience. He concludes: "The right culture of leisure hour pursuits tends to wide-awakeness, expands the circle of thought, helps to make the full mind which leaves little room for ignoble thoughts, and makes for that sturdy independence of thought combined with high endeavours which build the hopes of the future. A boy who has learned to spend his leisure hours wisely is ready to serve his day and generation." Mr. F. Charles gives a detailed account of the Matriculation examination at English Universities. Mr. O. H. Latter of the Charterhouse continues the article on *Object Lessons* from the August number. He begins by discussing the problem of securing that every member of the class shall receive the mental training and stimulus aimed at in each lesson. In order that every child may have the same opportunities and shall be compelled by the manner in which the lesson is given to use and cultivate his own powers of observation and reasoning at each step, he recommends that the teacher should beforehand draw up a definite list of questions, so framed that step by step the facts shall be ascertained and their easy conclusions deduced. He insists on answers being given in the form of complete sentences, and on making sure that the more backward do not lag hopelessly in the rear. Such should receive individual personal attention. The idle are not referred to here but the "pupils of slowly moving intellect who are hardly fit for class teaching, but are perfectly well able to grasp all the facts and general principles, provided that individual personal attention is bestowed." Mr. Oswald Latter then goes back to the botanical lesson sketched in the previous article, a lesson on climbing plants. He shows what questions might be asked by way of introduction, and proceeds with the lesson. He admits that the method is slow and that the lesson sketched out would cover three or four lesson periods. He replies to those who object to the method on the score of the time occupied, that the amount learnt matters not one jot: "the manner of learning, that is what matters, and matters most of all at that early period of life for which, as I have already said, object lessons are intended." This ought of course to be within the knowledge of every teacher, but judging by experience, few teachers endeavour to put in practice the right theory. Mr. Latter concludes by advocating questions dealing with matters that are necessarily outside the limits of the class-room. By

doing this "a good deal may be done to break down that undesirable dividing partition between school and not school. The out of door exercises and observations prescribed teach a pupil to learn at all times and train him to approach his work in life, be it what it may, in a scientific spirit." Altogether thus a capital article and deserves attentive study by teachers. Mr. John Bygott writes on *Spelling Reform*, with special reference to President Roosevelt's announcement. He refuses to attach too much importance to it, regarding it as "merely a direction that in future Government publications of the United States three hundred selected words be spelled as set forth in a list. Thus it will be seen that no new system of phonetics is proposed, no remodelling of the language, no simplified English which should outrival Esperanto, no linguistic shorthand couched in those mysterious hieroglyphics so dear to the spelling reformer of old." He says that many of the proposed changes are familiar to those accustomed to American books and papers. Many again can hardly be termed reformations, being by no means strange to Englishmen. The most jarring change is, he says, the substitution of *past* for *passed*, etc. *Rhyme* for *rhyme* is a positive improvement. He doubts if the new spelling will be far reaching in its effects. From a distinctly literary standpoint it will be long before the changes make headway if they ever do. Before changes are made there must be agreement as to principles, and therefore the appointment of a qualified commission is recommended. Mr. Bygott admits that had Mr. Roosevelt proposed a Conference of British and American authorities to decide reasonable changes he would have earned the gratitude of two hemispheres. This admission seems greatly to weaken objections raised against the President's action, for they resolve themselves into the vexation of those who have not been consulted. America has competent philologists: why assume that they were not consulted? Mr. Bygott refers to the fact that the Presidential order violates a law of Congress passed twenty-five years ago, making Webster's Dictionary the legal standard of Government Spelling in the United States. Mr. Bygott concludes by declaring it inadvisable and impossible to adopt the new spelling in schools. A list of the three hundred words is given; we doubt if in a single one of them the etymology is obscured by the change made.

Miss Rothera writes on *Physical Training in Sweden*. Its thoroughness, the elaborate provision of apparatus, the successful combination of drilling large classes with individual attention •

struck her greatly and are well set forth in this interesting article. *Hints for Teachers* are called from the Examiners' Reports on the Oxford Local Examinations. It is much to be desired that similar reports should be issued in India. Perhaps our reformed University will see to this. An important article is that on *School Training for the Home Duties of Women*, which is the subject of Volume XVI of the special *Reports on Educational Subjects*. Closely allied to this is an abstract of a paper on *The Training of the Teacher of Domestic Science*, read at York before the British Association. We doubt if this important subject receives a tenth of the attention its importance requires, and these articles should be studied by the Managers and Mistresses of Girls' Schools. This number of the *School World* is quite up to the average.

School.—S. E. W. prints *aphorisms* culled from Educational articles recently contributed to the *Times*. All branches of learning are represented. We congratulate the *Times* and its Readers. Mr. S. R. Rowland writes on *The Educational Aspect of Hobbies*, leading off in this first paper with Entomology. "Without impugning the excellence of results that may be obtained under exceptional conditions in the current treatment of nature-study, it is the aim of the writer to prove that there is so much of good in the old free and easy 'collecting' habits that they should by no means be relegated to the limbo of misdirected child-effort."

He proceeds to meet the objection that the making of natural history collections encourages cruelty in children, an objection which entomology has in particular to justify. Instead of asserting that insects cannot feel, an assertion which renders futile any remonstrance against cruelty on the part of those to whom the assertion has been made, Mr. Rowland takes other ground, and says (1) that the process of killing is but one of a series of steps, it creates no impression on the child because there is nothing to emphasize it; (2) entomologists acquire a genuine love for all living things and are the first to oppose wanton cruelty. Mr. Rowland then proceeds to discourse on entomology with the love of an enthusiast. Mr. W. J. Deeley writes on the *Registration of Students in Evening Schools*. He thinks cards should be filed for all Elementary School children in the office of the local authority or the Board of Education. When a youth presents himself at an evening school, his vague statements about himself should not be accepted, but the card with its definite statements as to his school career should be sent for. It

should also be asked for once or twice a year and brought up to date. In this way there would be an accurate register of every boy and girl either in elementary or continuation schools. The Rev. H. Kingsmill Moore writes on Mr. W. V. Griffith, the pioneer Inspector of Irish Schools, 1820-1830. There are interesting details of these, the earliest years of inspection. There are hints worth study even by our up-to-date Inspectors as to the frequency of inspections, the want of a correct standard of individual proficiency and the awakening of interest in the inspection. Mr. J. Bergqvist continues the article on *Swedish Schools and their re-organization*. J. E. C. Medd writes on *Agricultural Research* and points out that last year the Board of Agriculture gave only the sum of £425 for experiment and research. The school described and illustrated is Bedford High School for Girls. As Cheltenham Ladies' College is the work of Miss Beale, so the rapid growth of the Bedford High School from infancy is due to Miss Belcher. We learn that there are no prizes, and the only punishment for work badly done is the necessity of doing it over again. Stress is laid on the studies being made to suit the child, not the child the studies. "It is a school in which but little is heard of moral aims and ideals. It has carried to an almost undesirable extreme the truly British idea that reticence and reserve must needs accompany sincerity, but in every part of it is felt as a moving force the simple desire to train the girls to be good and useful women." Mr. H. Bompas Smith writes on *The German Faith in Education*. "To an English Schoolmaster one of the most interesting features of German thought is the universal belief in the value of a liberal education. It is not too much to say that this belief, crystallised in legal enactments and social customs, is one of the corner stones of German Society. The point to be noted is that the education which is esteemed so highly must be liberal and not technical. It is general culture upon which the Germans desire to found their national life, not any form of technical instruction. There can be no greater mistake than to suppose that the Germans regard their extraordinary commercial and industrial success as due to the excellence of the technical training given in their cities rather than to the high standard of their general education. They believe in the importance of technical instruction and devote to it an amount of time and money which to the ordinary English business man would seem insane, but this instruction is always strictly supplementary to the liberal education without which it would be worthless... In thus insisting on the necessity of a good

general education the German business men are only following their national traditions. These traditions find perhaps their most important expression in two well-known regulations, the significance of which can scarcely be over-estimated. The first of these attaches the right to serve in the army for one year instead of two, and under greatly improved conditions, to the attainment of a certain position in the recognized Secondary Schools, with the result that failure to accomplish this is regarded as a terrible disgrace for a boy belonging to a family of any social position. The second regulation confines admission to the Universities to boys and girls who have passed their *Abiturienten Examen*—the leaving examination of the nine years course. Mr. Bompas Smith traces the effect of this state of things upon the schools, and shows how this faith in culture is part of the inheritance gained for Modern Germany in the great struggle against Napoleon, when "men were eager to reform themselves and others that they might be worthy of a better fate. A belief in the perfectibility of human nature was characteristic of the time, and the Government resolved to produce, through the instrumentality of the schools and the new University of Berlin, a race of men able and willing to play their part whenever their energies were most needed. Such was the faith of the founders of perhaps the greatest system of schools that the world has ever seen, and its general justification is found in the history of Prussia and of Germany since their day. Moreover, their faith survived them, and during all the storms of the nineteenth century the nation's confidence in its schools and the culture which they gave has never wavered. Whenever the common weal has seemed to be endangered by some moral weakness, a change in the school curriculum has been one of the chief measures to which the Government has had recourse, and at the present day it is to the schools that the nation looks for the means to solve the social and industrial problems that confront it." Would that the British people had the same fervent faith in their schools! An article entitled *Rural Education and its problems* discusses a Board of Education Memorandum on courses of work in Rural Evening Schools. Miss Nora Usher writes on *Educational Quackery*, by which title she designates fixed adherence to any one system. To the amazement of those who ask her what methods she uses, she replies that she has absolutely none. The present article is her justification. She points out, quoting from her experience, that different pupils need different methods and that the same pupil needs different methods at different stages of

his school career. She sarcastically observes, "there is no doubt that it is much easier for the teacher to adopt a method; it is a vast saving of labour if he can use the 'brain-work of other people and teach automatically," and concludes: "A good teacher should be acquainted with all the best methods, selecting from each that which he finds most suited to the individual needs of his pupils, at the same time supplementing it with his own brain-work. But there will have to be a scholastic revolution before this plan is adopted."

The Educational Times in a lengthy Editorial note deals with President Roosevelt's spelling reform and makes a good point. Professor Brander Matthews in a letter to the *Times* points out that the reason for the present attempt at reform is purely practical, arising from "the peculiar conditions of a problem which has confronted us for years in the United States. We are engaged in the arduous task of assimilating hundreds of thousands of foreigners, ignorant of our language. We are striving to make them, and more particularly their children, fit for citizenship. We are trying to impart to them the ideals of the English-speaking race, and to train them in the laws and in the language which we have inherited from our English ancestors, and we have found one great obstacle in the erratic and absurd orthography of English. To none among us was this obstacle more obvious than the teachers." We will only remark that after this explanation ridicule of the proposed reform would be unseemly. Objection there well may be, but not ridicule. Commenting on this letter, *The Educational Times* insists that "the movement is no sudden, erratic, and wanton impulse, but a deliberate, well-considered and cautiously restrained effort to mitigate a social embarrassment amounting to a national mischief.... It needs but superficial examination to justify the movement on the part of the Americans. Whether it should be taken up here, in whole or in part, is another question. We are but little concerned with the assimilation of foreign immigrants, but in the opinion of some educationists well entitled to an opinion, there is no lack of other grounds for some conscious advance even here in a similar direction." This is by far the wisest pronouncement on the question that we have yet seen in any British paper. We have a summary of the *Grievances of Irish National Teachers*; also an article, suggested by the recent Harvard-Cambridge boat race, on the Historical connexions between the two Universities, and an abstract of the Report by the British Association Committee on *Elementary School Practical Studies*. A similar, perhaps longer, abstract, appears also in the

School World. Mrs. W. Gallichan writes on *The Rational System of Teaching Drawing.* We shall reproduce this article and therefore refrain from any notice of it here.

Indian Education.—Mr. Michael Sadler contributes his usual monthly article dealing with education in England and confines himself to the issues raised by the judgment on the West Riding case, made familiar to our readers by our London letter and editorial notes in the September and October numbers. Then follows a very sensible article on *School Readers.* Primers are condemned as the very very worst way of beginning to learn a foreign language. It is rightly remarked that English Readers where the language is easy are generally intended for the nursery and are quite unsuitable for boys of ten or eleven years. Yet these babyish Readers are as likely as not to be the only ones procurable in India! There are very useful notes on Matter, Language and Style of Publication. We next have 'Stray Sayings of Muhammad on Education,' 'The Scientific and Technical Workshop, Lahore'—which is merely a catalogue of the school furniture produced by it, and the conclusion of Dr. Coomarasawmy's address noticed last month. After referring among other topics to female education and Mission schools, upon which he said it was not honourable or dignified for the Ceylonese to rely, he concluded by saying, "I believe fully that for us Tamils there is every reason to regard Madras as our University for the present. I have every sympathy for the idea of a Ceylon University provided it can be started on right lines, and provided it is not merely a copy of London transferred to Colombo, but in the meantime make Madras our goal. Madras is a centre of intellectual activity among advanced Tamils, and our students will profit by the wide view of life they gather there. 'Hints for Teachers' is continued, half a page being given to hints on Reading. One page is given to a Review of Public Instruction in Burma. Some time ago we praised the short lively articles of this Magazine, but in the two last mentioned articles brevity is pushed to a mistaken extreme. 'English in our Schools' is part of a paper read by Prof. Banerjee at the Calcutta Teachers' Association. This runs to five closely printed pages and is by far the longest item of the whole. The Magazine might we think strive to instruct by means of longer, more solid articles, without losing its interest.

In the *Indian Review* Mr. Yusuf Ali writes diffusely on *Physical Education in England and Wales.* The article is rhetorical and not inform-

ing. On page 132 the figures should be understood to refer to *packs* of hounds. As they are presented, readers might take them to denote the number of hounds in the country. It is not correct that "swimming is almost universally known."

Received also—*The School World, Educational Foundations, Our Times, The Kindergarten Magazine*, all from the United States; *The University Correspondent* (the organ of the University Tutorial College), the *Educationist, the Students' Magazine, and the Calcutta University Magazine.* It is a pity that the last is so consistently late in appearing, or at any rate, in reaching us. It is usually three months behind time. The last number to reach us is the August number.

Reviews and Notices.

ADVANCED HISTORY OF GREAT BRITAIN, T. F. TOUT, (LONGMANS, GREEN AND CO.)

This History by the Professor of History in Manchester University, is the third of a series arranged on the concentric plan. There is the First Book with 25 maps and plans, the Second Book with 35 plans, and finally the present book with 63 maps and plans, and 29 genealogical tables. The text runs to seven hundred and thirty-two pages. Just before the Index is a useful list of all Ministries since 1689. The numerous plans and maps greatly add to the value of the book; there are several not found in the ordinary history, e.g., a plan of the Battle of Hastings, Genealogy of the last Welsh Princes, a Map of Wales, and the march between the Conquest under Edward I, and the Union under Henry VIII. A chapter on Britain in the Thirteenth and Fourteenth Centuries begins with mediæval civilization, treats of the King, the Parliament of the Three Estates, Convocation, The House of Lords, The House of Commons, The Powers of Parliament, The King's Council, The Law Courts, The Church and the Papacy, The Franciscans, The Dominicans, The Universities, Schoolmen and Colleges, Gothic Architecture (illustrated), Warfare and Chivalry, Cosmopolitan and National Ideals; Literature—Latin Literature and Matthew Paris; French Literature and Froissart; English Literature, Chaucer, Langland, Wycliffe. This list in itself shows the advance made by the present work upon the old school history of twenty years ago. We turn to the chapter on British India in the Nineteenth Century and read the concluding sentence of the account of the Afghan War, 1839-1842: "In the end Dost Muhammad was restored to his

throne, and the war resulted in absolutely no change in the position of Afghanistan, though it did much to reveal to the enemy the limitations of the British power." Thus we are prepared for the First Sikh War: "Trouble broke out with the Punjab, which had become hostile to the British since Ranjit Singh's death, and anxious to try its strength against the power which had failed so signally in Afghanistan." The conclusion of the chapter is as follows: "During the later years of Victoria the chief military troubles of British India were with the fierce frontier tribes of the North-west... In India itself there was such peace as the land had never known before, though well-being was still limited by the chronic poverty of the mass of the people, and checked by a series of terrible famines. The very rapid increase of population brought about since the old checks on growth have become weaker, raised real problems as to their maintenance. But manufactures are springing up to take away some of the surplus population from the soil, and in the great industrial cities of modern India the stationary stage of civilization has been almost outgrown. But the mass of the population still live their old life, untouched by the manifestations of Western civilization which are around them. Nothing is more remarkable than the constant contrast of old and new, East and West, which British India presents. We must go back to the Eastern parts of the Roman Empire in its palmy days to find its like. The conquest of India is among the greatest achievements of Englishmen. Its government by them is still more creditable and wonderful."

The book is invaluable as a work of reference for teachers of High School History, and if English History is restored to its old place in the F.A. Course, we can confidently recommend this book as a class-book. In spite of its bulk it is priced moderately.

INTEGRAL CALCULUS FOR BEGINNERS BY ALFRED LODGE, M.A. (LONDON: GEORGE BELL AND SONS—1905).

This book is very well suited to beginners. The author impresses upon the reader at every step the principles and methods of the subject, which he fully and clearly explains. The examples are copious and well-chosen. Besides the treatment of finding the areas and lengths of curves and the volumes and surfaces of solids, usually found in books on the Integral Calculus, Mr. Lodge devotes a chapter to the applications of the calculus to the determination of centres of gravity, moments of inertia, centres of pressure,

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etc, which will be found very useful by the student of mechanics. A short account of the elementary forms of Differential Equations closes the book.

PLANE GEOMETRY, PRACTICAL AND THEORETICAL, BY J. S. MACKAY—BOOKS IV AND V (W. & R. CHAMBERS, LD.—1905).

This small book, the second of the two parts in which Mr. Mackay's Plane Geometry is published, corresponds to the fifth and sixth books of Euclid. The special feature of the book is the section in the Appendix where propositions on Similarity and Inversion are placed side by side on opposite pages, showing plainly their resemblance.

THE DOMINION OF MAN, ERNEST PROTHERO (METHUEN).

This is a book on Geography in its human aspect, which to most of us is its most interesting aspect. The first chapter is written in a would-be fine style. We are supposed to accompany the sun in his journey round the world. "Soon the horizon bursts into golden fire, and the sun God's chariot advances upon half the sleeping world at the rate of 15°, or a thousand miles an hour." Was there nobody near to see what Mr. Prothero was doing, and tell him *he mustn't*? Or again, "With a shake of the glittering reins and a flourish of the radiant whip Phoebus has swept out on to the Pacific." The following is in very questionable taste. "Here again a West African regiment turns out on parade, and as I hear the brogue of the white drill-sergeant chiding the niggers into orderly precision, my heart warms up to 'Ould Ireland', whose sons uphold the honour of Britain's flag in regions far and wide." When Mr. Prothero descends from his chariot he can write well enough. The rest of the book is sober and sensible: one would almost think the First Chapter to be from another pen.

Chapter II deals with climate and man's environment, Chapter III with primitive man, Chapter IV with the distribution of man, and we have in successive chapters: Man and his Daily Bread, Man and his Meat, Man and his Drink, Man and his Raw Materials, Man and his Minerals, Man and the Useful Arts, Man and his Roads, Shipping, Telegraph Cables and Lines, Towns, Markets, the Building of Nations, the Triumphs Man awaits. There are numerous and beautiful illustrations and Two Appendices with statistics. The book should prove a useful work of reference in a High School.

OLD ENGLISH GAMES AND, PHYSICAL EXERCISES, MRS. FLORENCE KIRK (FLORENCE HEWITT) (LONGMANS).

Part I describes games for babies and children under five, Part II describes games suitable for children over five. Each game is set to music. Part III describes games without music. Part IV describes marching and dancing games. Part V comprises a course of physical exercises to nursery rhyme accompaniments. The idea of the book is of course excellent and its get-up is all that can be desired, but it is obvious that in this country its use can be but limited.

GOLDEN NUMBERS, MRS. P. A. BARNETT (LONGMANS).

The Prefatory note informs us that this selection of English verse has been compiled to give to young readers a taste for noble poetry and to serve as a Poetry Reading Book for boys and girls of twelve to sixteen years of age. The book seems to answer these two purposes very well. The book begins with modern authors and works back to the older. Beginning with Henry Newbolt, Kipling, H. C. Beeching, R. Bridges, we pass to Christina Rossetti, Jean Ingelow, A. A. Proctor, Matthew Arnold, Clough, Aytoun, to Browning, Tennyson and their contemporaries, back to Scott and poets of the eighteenth century and finally back to Shakespeare. The paper is thick and the printing excellent. Hints on scansion and a few notes are appended. No two men ever agree exactly as to the best poems to be included in such a selection as this. Tennyson is represented by the *Song of the Lotus-Eaters*, *Blow, bugles blow*, (the song in *The Princess*), *The Dying Swan*, the *Lady of Shalott*, *England and America in 1782*—not a very adequate representation, it must be confessed. Nor is Scott at his best in the *Ballad of Alick Brand* or *Rosabelle*, the two pieces included in this book. The choice of poems by authors still with us seems far happier. The book would prove a useful addition to a school library since few pupils are likely to know much recent poetry, and the chance of making acquaintance with it should be welcomed.

THE RATIONAL ARITHMETIC, GEORGE RICKS, (MACMILLAN & Co.)

There is a series of cheap little books, one for each year's course. There is one series for the teacher containing recommendations and direc-

tions for teaching, and also a series of examples with answers. The corresponding scholars' book, bound with a differently coloured cover, contains merely the set of exercises, but of course without the answers. We have read through the series and find much to praise, as for instance the insistence on concretes, the devices for practical illustration of notation, addition, subtraction, practical work with the ruler or with the ruler and pencil. The last appears in the First Year's course, Paperfolding and Drawing with Rulers in the Second Year's course. In the Third Year's course the use of common French coins will be to many a novel feature. In the Fourth Year's course we have Practical work with Rectangles and Cubes, and so we proceed till we find a chapter on the leading French Measures in the Fifth year's course. Each course for scholars is prefaced by a summary of the year's course. We are sorry to have to point out one serious blemish, and we are the more surprised to find it because Mr. Ricks tells us in his Preface that these books are the outcome of more than thirty years' experience as Inspector of Schools under the late School Board for London and that they are constructed entirely in the spirit of the suggestions issued by the Board of Education in 1905, though these last are not slavishly followed. In the Sixth Year's course we find several methods given for multiplying and dividing Decimals. The first method in each case is the conversion of Decimals into Vulgar Fractions, the application to these of the operation required and a final reversion into decimals. Now this is horrible, as being clumsy and as conveying to a child the idea that a decimal is in itself unnatural, an unclean thing to be got rid of at all costs. It is quite true that Mr. Ricks gives the methods usually employed, but not even a desire to be exhaustive should have led him to make any mention of so faulty a method. The average scholar would probably take the first method presented to him and comfort himself by thinking that 'it's in the book and so can't be wrong.' Can't it? We cannot recommend Book VI and earnestly hope that Mr. Ricks will remove this serious blemish as soon as possible.

LONGMAN'S COMPLETE ARITHMETIC.

This is intended for Senior Pupils and Evening Schools. "The intimate connection between Arithmetic, Algebra and Geometry is shown; both Algebra and Geometry being used whenever it is advantageous in the solution of problems. Contracted and graphic methods are fully explained, examples on the Metric system are included and

special attention has been devoted to Mensuration." The book commences with approximations and proceeds to Decimalisation of money by sight. Interest, Discount, Foreign Moneys, the use of Algebra in solving problems, and the use of Geometry, the use of the Plain Scale, the Protractor and the Vernier and Mensuration. The type might we think have been a little larger and the lines spaced out more with advantage especially in view of the fact that the book will be largely used at a time when artificial light is necessary.

TRIGONOMETRY FOR BEGINNERS, LOCK AND CHILD, (MACMILLANS.)

This book is a clear introduction to every elementary Trigonometry and will enable a beginner intelligently to understand the subject, but will not help him to pass any Indian University Examination, for which the study of a more advanced text book is necessary. The addition of Tables of Trigonometrical Ratios, Tables of Logarithms and Logarithmic Trigonometrical Ratios, the use of Graphs, the explanation of the principles and construction of certain mathematical instruments add greatly to the value of the book, which also contains a well arranged series of text papers.

HAMLET, W. J. GOODRICH (SRINIVASA VARDACHARI AND Co.)

This is the latest addition to the well-known College Classics Series. In addition to the General Introduction by the late Professor Kellett, prefixed to every number of the series, there is a lengthy introduction of nearly ninety pages on the play in question. In this the difficulties connected with the plot and text of Hamlet receive adequate notice. There are several appendices including a lengthy one on Versification. Indian students will find this edition of Hamlet extremely useful.

NEW FRENCH COURSE FOR SCHOOLS, PERRY AND REUM (MACMILLAN & Co.)

By an inadvertence two copies of Part II of this work have been sent to us, but no copy of Part I has been sent. Mr. Perry writes an excellent preface in which he comments on the 'direct' method of teaching and explains the fundamental difference between the study of living and of dead languages. Each reading lesson is followed by some grammar, exercises on the grammar, a series of questions and a piece for dictation. Directions as to the best method of using the latter are given in the preface. A novel feature

is the collection of six little songs towards the end. Finally there are more grammatical exercises and a vocabulary. The reading lessons are in some cases selections from standard French authors, and in others are translations into French from standard English authors. The book is a good example of language teaching on the modern methods and can be recommended.

GERMAN COMMERCIAL PRACTICE, THE FOREIGN TRADERS DICTIONARY (MACMILLAN & Co.)

Both these books belong to the Hooper and Graham Series and are by James Graham and G. A. S. Oliver. The first book consists of one hundred and sixty specimens of German Commercial Correspondence and these are followed by a series of exercises, supplementary to the above, to be rendered from English into German. The second is a Dictionary of commercial terms in English, German, French and Spanish. There is a useful list of abbreviations in the three last languages. There is a most useful series in German, French and Spanish of definitions, with frequent reference to the law or code on which the definition is based.

Since foreigners come to Great Britain in large numbers to study English and since residence in a foreign land is the only satisfactory way of acquiring a foreign tongue, we should be sorry to see an Englishman using such books as these instead of going abroad to learn a foreign language. But when a foreign language is being or has been acquired by residence abroad, then books of the kind before us have a very high value as systematising knowledge.

LETTRES PERSANES, MONTESQUIEU (MACMILLANS).

The work is an addition to the well-known series of classical French texts, edited by Dr. Siepmann, and is on the same plan as that followed in the other works of the series. In addition to the text and notes, there is a useful summary of the chief grammatical peculiarities in the text, a list of words and phrases for *viva voce*, sentences on syntax and idiom also for *viva voce*, passages for translation into French, and subjects for free composition. The text has been adapted by the suppression of objectionable passages for school use. "Had Montesquieu written nothing but the *Lettres Persanes*, he would still deserve a very high place in the history of French literature; for in this work he not only gave the first model of political satire, but was the inaugurator of that lively and brilliant style which distinguishes the eighteenth from the seventeenth century."

Indian Educational Notes.

MADRAS.

MR. M. Ghose, I. C. S., presided at a crowded meeting recently in the Edward Town Hall, Bezvada, when a Pandit from the North delivered an Address in Telugu on Sanskrit Literature. After dwelling at great length on the excellence of the language, and deploring its present neglected condition, the lecturer elaborated a scheme by which he hoped to bring about its renaissance. A University on Western lines would be founded at Rajahmundry. Its sole business would be to teach Sanskrit literature. The University building would cost about Rs. 20,000, and the Library Rs. 30,000. Pupils were to be invited from all the Telugu-speaking Districts. Branch institutions were to be established and maintained at important towns. There were to be paid pupils, paid teachers, and paid missionaries of the language. All that was required to put the scheme into practice was a modest sum of Rs. 4 lakhs, which he was going about from place to place to collect. He mentioned the names of several native gentlemen who were going to be subscribers, and even Lord Ampthill had expressed his hearty sympathy.

Mr. Ghose, in his speech from the Chair, said that at this time, when everything *Swadeshi* was receiving so much attention, an honest and serious attempt must be made to revive the study of what was a purely *Swadeshi* language. In his opinion the University of Madras did not appreciate and encourage the study of Sanskrit to the extent the Calcutta University did. While only about 2 per cent. of the educated men of this Presidency knew the language, almost every one in Bengal was acquainted with it; in fact, Bengali was almost Sanskrit. From time immemorial, Sanskrit Colleges had been in existence in several parts of Bengal. Each of these Colleges might be spoken of as an Oxford or Cambridge, inasmuch as pupils and professors lived on the premises, and devoted themselves exclusively to their studies. Compulsory celibacy on the part of professors had been abolished at Oxford and Cambridge, but here in these Sanskrit Colleges it was enforced even now.

With reference to the scheme described by the lecturer, Mr. Ghose had some sound advice to give. He said that in these days a knowledge of Sanskrit only would not pay. One might start a College, but would a sufficient number of pupils come forward to study? What guarantee was there that even the few that might pass out of the College would be able to earn their living? Again, the scheme described by the lecturer was too gigantic and altogether Utopian. Institutions of this kind must generally be begun on a small scale, and enlarged as time went on. Instead of waiting for the Rs. 4 lakhs to be collected, he would advise the Pandit to begin work with whatever amount he had collected, and then ask for more.

THE second Annual Session of the Federated Societies of Students in various educational institutions in the Tanjore District, was held recently at Kumbakonam, the meetings being presided over by Dr. T. M. Nair from Madras. Several addresses were delivered on the occasion, and one of them on "Patriotism," by the Rev. H. Packenham-Walsh, M.A., Principal of the S. P. G. College, Trichinopoly, was particularly noteworthy. He pointed out that a great deal of what passed by the name of patriotism in these days consisted of the merest bigotry and narrow-mindedness, exhibiting itself in national prejudice, national conceit, and national hatred. It did not show itself in deeds, but in boasts, in howlings, gesticulations, shrieking helplessly for help, in flying flags and singing songs, and in perpetual enumeration of wrongs and grievances no longer in real existence. To be infected by such patriotism as this was, perhaps, amongst the greatest curses that could befall any country. He then indicated what constituted true patriotism, which nurtured a love for truth, a love for humanity, a desire to remove evil and welcome reform, and a readiness for self-sacrifice, without which true patriotism could never exist.

A SOCIAL gathering was arranged recently at the Brahmo Samaj Mandir, 97, Anna Pillai Street, Georgetown, to bid farewell to two Brahmo young men, who were going to foreign countries. One of them Mr. G. Subba Row, B.A., L.T., of Calicut, was going to America to study theology at the Medeville College, and the other, Mr. B. P. Balakrishnan Naidu, was going to Scotland to finish his medical studies at the Edinburgh University. There was a large gathering of ladies and gentlemen present on the occasion to bid farewell to these young men.

MR. R. Sundara Chary, B.A., B.C.E., a passed Engineer student, has stood first in the all-India Competition Examination for Superior Accounts, P. W. D., and has been appointed an Assistant Examiner.

It is gratifying to note that in the Report of the Inspection Commission of the Madras University, Victoria College, Palghat, occupies a prominent place in the list of Second-Grade Colleges, being placed in the first of the three groups, i.e., among those "in which the removal of certain minor defects would satisfy most reasonable demands." This College stood first in the matter of strength, which in the two College classes stood at the time of inspection at 184. Excepting the Maharani's College at Mysore, which by the way has no fee income, but is maintained purely out of funds of the management, Victoria College heads the list among the thirty-seven Second-grade Colleges with a fee income of nearly Rs. 11,000.

As already reported, the fine building newly constructed in the Old College compound, for the office of the Inspector of European and Training Schools,

being ready for occupation, the office was formally opened recently by Mr. J. H. Stone, the whole staff attached thereto being present.

We are glad to announce that Mr. T. M. Appu Nedungadi, who has been working at the Calicut Girls' School Scheme for some time past, has definitely resolved to open the proposed institution shortly. It is to be located in a compound in Chalapuram kindly placed at his disposal rent-free by Mr. K. C. Manavedan Rajah, District Judge, who has also promised further financial support. The School is to be opened as a "Lower Secondary School" and will be raised to the High School grade when public support justifies such expansion. It is hoped that the Hindu gentlemen of the town will substantially support the movement.

THE unveiling ceremony of the life-size portrait of the late Brahmasri R. Sivasankara Pandiyaji, the founder of the Theological High School, was performed recently by Dewan Bahadur K. Krishnasawmy Row, C. I. E., in the Theological High School, Mint Street. The Hall was tastefully decorated with flags and ever-greens. A large number of gentlemen and students of the College were present and Dewan Bahadur K. Krishnasawmy Row presided. The proceedings commenced with a short prayer by the Headmaster in Sanskrit, followed by recitations in Tamil by the Brahmin students of the College. Mr. Ramakrishnayya Pantulu, Secretary, then read an account of the career of the late Brahmasri R. Sivasankara Pandiyaji. The Chairman, after a short speech, unveiled the portrait amidst enthusiastic cheers, and a hearty vote of thanks brought the proceedings to a close.

AT Mayavaram the Municipal School would appear, if we are to believe a correspondent of a local paper, in a bad way. He says, the school shed which was burnt down a month ago has not been renewed. Probably the Municipality is considering whether to put up a coconut-leaf shed or a tiled shed permanently. Anyhow it has considered over the matter too long already. The primary classes, which suffer for want of accommodation, are worked from 7-30 to 10 A.M., and from 12-30 to 2-30 P.M., daily, when the High School classes are free. It is only right to say that this sort of arrangement, if continued, will be a source of inconvenience to the public, especially those who have to attend the school from distant suburbs. It is hoped the new Chairman will decide the matter one way or the other and provide proper accommodation for the lower classes. Of course, the affair must be finished before the Inspector's visit to the school.

At the celebration of Founder's Day at the Ootacamund Lawrence Asylum, among exercises and drills, the Grecian exercises by the junior girls of the institution were very cleverly gone through. Some twenty girls appeared dressed in white, flowing Grecian costume, clad with sandals, which were bound to

their feet with yellow ribbon. They acquitted themselves in a manner that did credit to their teachers. Four and twenty little nursery boys then appeared bare-footed and in sailor costume. For boys of their age they were very clever in their tambourine drill, which called forth the admiration of all present. After the distribution of prizes to the boys by His Excellency, quite a number of little nursery girls went through a hoop song and drill in a manner that reflected great credit on the little mites themselves, to say nothing of the great patience and trouble that the teachers must have taken in instructing these mites. The big boys went through the usual club drill to band accompaniment, and after the distribution of prizes to the girls, the whole of the girls sang "We are Singers."

THE Board of Management of the Zamorin's College have ordered, Messrs C. Gopala Menon and Mahadeva Iyer, Assistant Masters, to join the Teacher's College, Saidapet, to undergo a course of training, early in January.

THE last day of the Navaratri Puja witnessed the opening of an Anglo-Vernacular Free School for Hindu Girls at Cheralayam. The institution is located in a building within the precincts of the palace. The opening ceremony was presided over by the Valia Raja of Cheralayam. The very fact that within a day or two after the starting of the school the strength rose to 42 is itself a sufficient proof that the institution supplies a long felt want. The school owes its existence to the endeavours of Mr. C. Unni Raja of Cheralayam family and Mr. V. R. Haribara Aiyar, the popular Headmaster of the Mar Ignatius' High School. Female education, if it is to make any progress in our country, ought to be free and the authorities of this institution have acted on this principle in opening it. Under the patronage of the Valia Raja of Cheralayam and Manakkulam Family the school bids fair to prosper. The curriculum of studies will include music, needlework, English, Arithmetic and Vernacular, besides Hindu Religious instruction. The expenses of the school will be met by monthly subscription promised by some of the respectable gentlemen of the place. A Nair lady has been appointed Head Mistress of the school. It is proposed, we understand, to have as far as possible only lady teachers.

THE annual prize-giving at the Town High School, Kumbakonam (the Cambridge of S. India) took place recently in the presence of a large gathering, the Hon'ble Mr. P. S. Sivasawmy Iyer, presiding.

The Chairman, in the course of his remarks observed that it was a matter for deep regret the place now occupied by Kumbakonam in the public examinations was by no means the same as that held by it a generation ago. He was sorry to say it had fallen from its high position. Mr. L. C. Williams Pillay, Inspector of Schools, had remarked that Mathematics was generally weak, and that special efforts should be made to improve the subject. That was a deplorable decadence. It used to be said

in old days that the mathematical attainments of the ordinary Matriculation student at any of the schools at Kumbakonam were superior to those of the F. A. students of any other place; and similarly the F. A. students of Kumbakonam were declared to be superior in Mathematics to the B. A. students of other Colleges. It was then rightly called the "Cambridge of Southern India," but this it could no longer be called. It could not be that mathematical aptitude was wanting amongst them, for they could still point to young men like Mr. A. Thiagrajan, whose great success at the Tripos and at the I. C. S. examination had filled them all with pride and satisfaction. His success was a proof of the great aptitude of their young men for such abstract studies as Mathematics and Philosophy. This general decadence in Mathematics must be attributed to one of two causes—bad teaching or bad examinations. He had heard Rao Bahadur C. Nagojee Rao attribute it to the deterioration in the standard of University examinations, as also to indifferent teaching of the subject, as a result of the lowering of the standard. The speaker hoped that the deficiencies in this respect would soon be made up, and that Kumbakonam would recover its lost reputation for Mathematics.

THE Inaugural meeting of the Narsapur Senior Teachers' Association was held recently with J. A. Yates, Esq., M.A., Inspector of Schools, in the chair. There was a fairly large gathering of teachers and others interested in education. The proceedings commenced with an address by Mr. S. N. Mudaliar, B.A., on Education which was followed by a paper on "The Methods of teaching English" by Mr. V. Ramaswami Aiyar, B.A., & L.T., Headmaster of the High School. The Chairman delivered a very eloquent and stirring speech.

MYSCORE.

MR. Srinivasachar who was lately a teacher in the London Mission High School, Bangalore, has been agitating the question of establishing a Kanada University in Mysore. The question requires careful consideration. It is a very useful suggestion. If Western Science, Arts, Industries and Manufactures can be popularised by the University among the Kanada speaking people, it should at once be started. We hope the question will engage the attention of the Inspector-General of Education.—*Mysore Standard*.

THE Baldwin School Sports took place recently and were well attended. Some of the athletic performances were very good, although no times were taken in the races. The High Jump, for instance, was as good a performance as J. Pereira's at the St. Joseph's College Sports, and 5 feet 4 inches was a real good jump by N. Weston. Also E. Weston put the shot over 32 feet, and this beats Kelley's put for St. Joseph's College. Comparisons in this case are not odious because they promote a healthy competition, and if

there could be an Inter-School Athletic Meeting in Bangalore, it would probably make for good. In the Tug-of-War the Matriculation class beat the rest of the School after a hard pull of nearly six minutes. The Bazaar Race and other comparatively skittle events were most amusing. The B. R. V. Band played an excellent selection of music, and Major Kendall and the Officers of the Moplah Rifles most kindly placed their parade ground at the disposal of the students for the occasion.

This opportunity may be taken for emphasising the fact that Baldwin's School has made rapid advance of late. The number of boarders has steadily increased, and Mr. Roberts seems to recognise that physical culture is scarcely less important to boys than mental development. The School made quite a creditable show at cricket against the Bangalore Gymkhana this season, and this in the face of the fact that they had just lost their best cricketer in Mr. Osborne, who left for the north of India.

MR. B. LEWIS RICE, C. I. E., who retired from the service of the Government of Mysore recently, is one of its oldest public servants. He entered the service of that State in 1861 as Headmaster of the Central High School (now Central College), Bangalore. After serving in that capacity for some time, he became Inspector of Schools in Mysore and Coorg, and eventually succeeded the late Mr. Garret as Director of Public Instruction in Mysore. In 1882 he was placed on special duty as Secretary to the Education Commission, of which Sir W. W. Hunter was the President. On his return he became the first Educational Secretary to the Government of Mysore, and in addition compiled the Mysore Census of 1881. In 1884 he published a "Catalogue of Sanskrit Manuscripts in Mysore and Coorg," which was highly spoken of at the time by Professor Jolly, the well-known Orientalist. He, however, found his life's work in the newly created post of Director of Archaeological Researches in Mysore, to which he was appointed in 1885 and of which he was placed in sole charge five years later.—*Madras Mail*.

THE following is a copy of the remarks recorded in the Visitors' Book by the Hon'ble Mr. S. M. Fraser, British Resident, after his visit to the Deaf, Dumb, and Blind School, Mysore, recently:—"Like all who have visited this School, I was very much interested in the ingenious methods of instruction, and their successful application to both the blind and deaf-mute students. There can be no doubt about the difference which this school has made in the lives of these unfortunates, and it would be impossible to imagine a charity conducted on more truly humanitarian lines. The school does great credit to Mr. Srinivasa Rao, who originated it, and is fortunate, apparently, in having, in Mr. Venkata Rao, a Principal endowed with special aptitude for this work. I trust that neither private nor Government support will be lacking to enable the school to extend the sphere of its beneficence."

THE report on the Mysore Maharani's College made by the Inspector-General of Education, says a Durbar Order, is on the whole favourable and testifies to the progress and efficiency of the institution. The Maharaja's Government are pleased to sanction the promotion of Miss G. L. Palethorpe, the Lady Superintendent of the College, to Class A of Educational Officers with effect from the 1st June, 1906. Her starting pay in that class is fixed at Rs. 550 in consideration of the fact that she has been drawing Rs. 500 from the 1st of April, 1903.

At the Mysore Representative Assembly, the Dewan in the course of his speech said:—"The number of Educational Institutions in the State increased from 3,828 at the end of 1904-05 to 4,093 at the end of 1905-06, and their strength from 111,045 to 123,057. The percentages of boys and girls at school to those of school-going age rose from 22.7 and 4.3 to 25 and 4.9 respectively. On the representation of certain Members of this Assembly, the fees for private candidates for the Lower Secondary Examination in English were reduced from Rs. 10 to Rs. 7. Pupils belonging to the depressed castes, such as Naindas, Holeyas, Korachas, etc., have been permanently exempted from payment of school fees in the Taluq Vernacular Schools, Branch Schools, and Hobli Schools. Rules were passed for the grant of the Damodar Dass Charity Scholarships for advanced Scientific Research and Technical Education, and these scholarships will be awarded from January, 1907. Female education continued to make progress. You will all have heard with pleasure of the success of two Hindu lady students from the Maharani's College at the last B. A. Degree examination. Government have availed themselves of the opportunity of Mr. Bhabha's going to Europe on furlough to depute him to study the system of what is known as Manual Training in Europe and America, with a view to its introduction in Mysore.

Technical and Industrial education made fairly good progress during the year. Additional grants for expenditure were sanctioned for the Industrial and the Engineering Schools in Mysore and the six other quasi-Government Industrial and Weaving Schools in the State. New monthly grants were also sanctioned in aid of the private Industrial Schools at Bagepalli and Srinivasapur. A new Commercial School was opened by the Wesleyan Mission at Mysore, and Government sanctioned a lump sum grant of Rs. 900 for apparatus required for the school. The students of the Mysore Engineering School were authorised to be taken out by their teachers occasionally to important Engineering Works in the State with a view to give them better practical training. Fourteen technical scholarships were granted to Mysore students to enable them to undergo training in the technical and industrial institutions of Bombay and Madras.

A special grant of Rs. 300 was sanctioned by Government to start a small Demonstration Farm in connection with the Anglo-Vernacular School at

Dodballapur to teach practical agriculture to the students. The Mahal Garden at Chitaldrug and a plot of ground measuring 2 acres to the east of it were permitted to be leased out to the Superintendent of the Industrial School, on condition that the land would be used as a model garden and an Experimental Farm.

THE Dewan noted for the consideration of the Government such general subjects as—compulsory education for boys in one or two places as an experimental measure, abolition of school fees in Hobli Schools, building Hobli Schools at Government cost, establishment of schools in small villages, a Law College at Bangalore, Sanskrit Schools out of Temple and Mutt Funds, increasing the Budget Grant for Education, assisting the public and private libraries with Government grants, providing for and conducting lectures on morality, religion, etc., in chatrams, matts and temples, holding educational conferences, establishing chairs for all the branches of the B. A. degree examination, revision of the Text-Books Committee and nomination of non-official non-departmental educated men, introduction of the teaching of account-keeping in schools as in the Bombay Presidency, and many others.

All the members in a body requested the Dewan to raise the salary of the Hobli Schoolmasters and were told in reply that the Government would very shortly sanction and fix the Hibli Schoolmaster's pay at Rs. 10.

Messrs. Krishna Murti and Ramannah proposed that the Hindu ryot's money should not be given to Christian Mission Schools as Government grants so long as the Bible was taught in them as a compulsory subject.

The Dewan said that it was a good suggestion and that he would refer it to the Inspector-General of Education for his opinion and report. The Dewan also promised to take the opinion of that officer as regards the question of introducing a conscience clause in the Grant-in-Aid Code for all the Aided Schools in the State.

Mr. Kesaviengar and some other members prayed that since agriculture was the main industry in the State, the Government should make better arrangements to teach the ryot new and improved methods of cultivation by means of occasional lectures and circulation of pamphlets in the vernaculars. The Dewan informed them that the Revenue Commissioner had under contemplation the publication of a fortnightly magazine, to be called the *Revenue and Agricultural Gazette*, towards the attainment of that object.

The Dewan noted for favourable consideration a proposal to teach the principles of morality, as contained in the Hindu *Sanatana Dhurmas*, in all schools of the State.

TRAVANCORE.

THE annual Conference under the auspices of the Travancore Vidhyabhivardhini Sabha was recently held at the Victoria Jubilee Town Hall, Trivandram, the object of which is the advancement of edu-

cation. The Chair was occupied by Mr. C. V. Ram Pillay, B.A., a Malayalam scholar and author of "Marthanda Varma," a Malayalam novel of great literary merit. The meeting having been opened by the Chairman, the Secretary, Mr. Mullur K. Govinda Pillay, B.A., B.L., read a letter from His Highness the Maharajah sympathising with the objects of the Sabha and wishing it all success. His Highness also gave a donation of Rs. 25.

The Secretary then read the Report for the year, in which he regretted to observe that nothing was done during the year and that the work of the Sabha was where it was when the year began. He also referred to the loss the State had sustained by the death of Mr. A. Rama Iyer, B.A., B.L., and a few others who were associated with Malayalam literature.

Mr. Rama Varman Tampan, B.A., L.T., a teacher in His Highness the Maharajah's High School, then delivered a long lecture on Social Reform.

The past and present students of His Highness the Maharajah's College met recently to celebrate their ninth "Day" at the College premises. From morning till late in the evening the numerous amusements arranged kept the *alumni* busily engaged. The building itself was profusely decorated with foliage, flags, bunting, etc., and presented a gay appearance. In the afternoon a public meeting was held in the College Hall, when Mr. K. K. Kuruvilla, B. C. E., retired Executive Engineer and a former student, presided.

The School of Arts, Trivandram.—A few years ago it was proclaimed by the Durbar that an Art Gallery of oil-paintings should form a new feature of the institution, and Mr. Ravi Varma, the famous Indian artist, in accordance with the decision of the Durbar, supplied three or four paintings. There the attempt stopped, and no addition has been made ever since. It is a pity that the land of the greatest of Indian artists should contain so few of his productions. Then again, five years ago, the local School of Arts was one of those which originated the plantain fibre industry; but in spite of five years having elapsed, no progress has been made, and no additional facilities given for meeting the frequent demand for plantain fibre cloth, though the industry itself is under expert management.

The prize giving and anniversary of the Maharajah's College, Trivandrum, were held recently when His Highness the Maharajah presided and gave away the prizes. A large number of ladies and gentlemen were present, the College premises being gaily decorated and the usual formalities being observed. Dr. Mitchell, F.R.S., read the year's report from 15th April to 15th April.

He reported that the strength of the College classes had increased from 211 to 224; that it is now higher than it has ever been; that if greater encouragement had been given to wanderers who change from one College to another at least once a

year, or if there had been laxity in promotions, the strength might have been much higher. The strength of the High School decreased from 712 to 568, chiefly due to the abolition of the two lowest classes, and refusal to admit those unfit for the forms to which they sought admission. With the exception of those for the Matriculation Examination, the results of the University Examinations were satisfactory, were all above the average for the whole presidency, and in one or two cases were very much better than those obtained by any other College. This is particularly true of the English Branch of the B.A. degree. The optional subjects were also good.

The Principal referred to the approaching changes in the University curricula, and to their probable effect on College work. He said it was likely that in future students would have to do much more study, independent of class teaching, and in science much more practical laboratory work than mere book-reading.

The Principal referred to the completion of the Physical Laboratory, which will give the College an enormous advantage over most Colleges in the matter of science teaching.

The prizes were then distributed by His Highness, the majority of the prize-winners being Brahmans and Sudras, with a Syrian Christian here and there. One Eurasian lad, Peter Veyra, took a prize.

After the prizes had all been presented, Mr. Carr, the British Resident, addressed those present as follows:—

When Dr. Mitchell asked me to assume the rôle which has of recent years been assigned to the Resident on the occasion of the annual prize-giving, I naturally desired to gather up the wisdom of my predecessors who had brought to the task ripe knowledge of matters educational and otherwise. By the courtesy of Dr. Mitchell I have been enabled to study the reports of these meetings for some twenty-five years, and, although I cannot pretend to have digested the combined learning of a quarter of a century, I have, I hope, profited by the study. It may interest those who do not know it, or have forgotten the fact, to mention that at one time it was the practice for your Highness to address the meeting, or at least to require the Dewan to read your Highness' address. I think that everyone would welcome a revival of this custom; but I must at the same time thank your Highness for allowing the Resident in some sense to act as your Highness' spokesman, while being free to offer for acceptance such remarks of his own as may seem likely to be worth recording. The study of past addresses is also interesting as evidence of individuality, and it is but natural that the present custom of a formal address by the Resident should have been started by the late Mr. Grigg. During the short time I have been in the State I have been struck by the many footprints of that officer still to be traced on the shores of Travancore. If I ask who planted a certain tree, who planned or advised a block of build-

ings, who inaugurated a Club or Society, the answer is almost always—Mr. Grigg.—*Si monumentum requiris, circumspice.*

A prevailing feature of many addresses is perplexity as to what to say, and one officer strengthened the thread of his discourse by a learned dissertation on coir yarn! (laughter). I do not propose to try any line of this sort. My object is to notice very briefly the main features of the year's report, and with your Highness' permission to venture on a few words of advice to the students.

I must first congratulate your Highness and your Highness' officers on the continued success of the institution. Dr. Mitchell has told us that the College is stronger in numbers than it has ever been before, and it is very satisfactory to learn that the recruits from Ernaculam, Nagercoil and elsewhere are acquitting themselves well. The results of the University Examinations are, in my humble opinion, most satisfactory, and the fact that with one exception they beat those of the previous year justifies unstinted praise. I do not think that my predecessor, Mr. Andrew, would have grudged such praise. His object was to suggest a wider basis of comparison than of one year with its immediate fellow, and he invited the Principal to give a retrospect of the 21 years during which your Highness has guided the ship of State. I can understand why Dr. Mitchell shrank from so tremendous a task, and I can also understand why he so readily sent me the printed reports of those years. From a perusal of those papers I am justified in my conviction that the improvement in College and High School has been steady and continued.

The fall in the High School is ascribed partly to the fact that applicants for admission are unfit for the class to which their leaving certificate labels them. I fear that this indicates a decline in the standard of the schools from which the High School is recruited, and I have no doubt that the Durbar will note this tendency. Coming from British India I cannot help feeling that some officer of the type of the late Mr. Grigg is required, as an itinerant officer, who could supervise the work of the Inspectors and Assistant Inspectors in the out-stations and perform those numerous duties, which can only be done by the man on the spot.

To turn again to the examinations, I note that Dr. Mitchell is justly proud of the success of his pupils. In the English branch of the B.A., the College was particularly fortunate and Dr. Mitchell brings to notice that no other College in South India surpassed Trivandrum. Truly a proud boast for a man who is a Scotchman. (Laughter.) But it is not in English alone that the College has shown the lead to other Colleges. In the second language branch and optional branches the results were excellent. The Matriculation Examination may perhaps be described as the one discordant note in the chorus of jubilation, but here again the trained ear can tell that the harmony is not really broken. Of eighty pupils only twenty-two satisfied the Examiners, but of the 80 the High School accepts full

responsibility for only 52, of whom 40 per cent. passed. The others whose period at the High School was limited, fared ill, and the obvious moral for parents to digest is 'Send your boys to Dr. Mitchell, from the very start of their High School career.' (Applause). The references in the report to the impending changes in the University are exceptionally interesting, and it must be a source of satisfaction to your Highness to remember that the discussion and decisions of the University Commission were largely influenced by the Principal of this College. I have no doubt that as soon as the new curricula are started, your Highness' College will take the same or even a higher place amongst the Colleges of India.

The new Physics Laboratory, which we have all watched growing, slowly, perhaps, but surely, towards completion, will prove a most valuable addition to the College. As regards the Hostel, which has been so often referred to in the past, I understand that plans have been prepared and will shortly be submitted to your Highness' Government. I can state with confidence that the College authorities are by no means indifferent in the matter, and I believe that your Highness is also willing to favourably consider the scheme. Dr. Mitchell has gathered information from all parts of India, and has consulted authorities in Madras and elsewhere. I was present in 1893 when Lord Wenlock, the then Governor of Madras, laid the foundation stone of the Victoria Hostel. I hope it may be my good fortune to assist in like manner at the inauguration of the Trivandrum Hostel. (Applause). A word about fees. I was very glad to see that your Highness' Government had revised the fees so as to increase the charges for the B.A. and F.A. courses. Even now the fees are lower than those charged in Madras. The major portion of the expenditure in the College falls upon the general tax-payer. In the year 1080 (1904-05) the expenditure was Rs. 63,000 and the income Rs. 9,000. On the other hand the figures show that the expenditure and revenue of the High School are nearly balanced. The policy of to-day is to make people pay for higher education and to devote the money of the State to primary education. People value a thing they have paid for, while they grumble at what is a free gift. And now, students, you will expect from me some words of advice. I feel that I cannot do better than re-echo the words of your Principal and exhort you to cultivate greater reliance in your own powers of acquiring knowledge. In whatever sphere his duty lies every one must rely mainly on himself—so writes Lord Avebury (better known perhaps as Sir John Lubbock), and you will find that habits of self-reliance will stand you in good stead in after life. Labour was in old times said to be the price set by the gods on anything worth having, and it is quite certain that if you wish to succeed in life you must work for your success. Education does not mean nearly the acquisition of knowledge. It includes the formation of habits of work, habits which should become part of your second nature. I do not think that many of you can be accused of failure to work in school.

Your Principal says you spend your last ounce of energy in training for the Examinations, and those who do not work have their due reward in failure. But remember that your education is not done when you leave school—it has only begun. If you have learnt well, you will begin to realise how little you know, and will desire to push your knowledge further. You will yearn to discover the truth, and will say with Bacon "no pleasure is comparable to standing on the vantage ground of truth."

I congratulate the prize-winners on their successes, and I congratulate those who have not won prizes on good work accomplished. Emerson says "the reward of a thing well done is to have done it." To all of you I say, remember that the lamp with which each one of you has been provided at this College is not warranted to burn for ever without oil. You must fill it with the oil of your own good work. It does not signify what oil you use, provided it is good. But oil your lamp must have. Also, you must polish it with the cloth of diligence, you must trim it with the wick of discretion, and you must fill it and refill it with the oil of honest endeavour, so that it may burn more brightly the further you go.

I congratulate your Highness on the success of the institution, and I wish it many years of useful work under the able guidance of Dr. Mitchell.

Capt. R. W. Thornton, U.S.A., recently gave an entertainment in the new Hall of the Government English High School, Quilon, in aid of the funds of the Library and Farming Institute, recently started and worked, in the High School, through the endeavours of Mr. K. Paramu Pillai, M.A., the well known Travancore Educationist. The L. and F. Institute, as worked in the school, cheek by jowl with the academic studies, owes its origin to Mr. Pillai, who has been, all through his educational work of over sixteen years, doing something, beyond the hide-bound routine of tutorial work towards educating the head, heart and hand of the pupils, over whom he has had charge. It was at Kottar, about 10 years ago, when he had charge of the High School there, he started the first Students' Library. It is perhaps now worth mentioning that ever since, a Students' Library has become a permanently attached institution of almost every High School in the State. About 5 years ago when Mr. Pillai became the Head of the Quilon School, he started there also a Library, and added to it as well a Farming Institute. The Institute has now three sides,—namely the Library, a flower garden, and a vegetable garden. The work is wholly done by the students of the School under the direction of the Headmaster, and a few select teachers. In the farm most English vegetables and Indian ones are cultivated and occasional lessons are given on the principles of agriculture, manure making and kindred subjects. Though the Institute is attached to the High School, it depends for its support on donations, subscriptions and sale-proceeds, and it is

believed that the Government of H. H. The Maharaja may be prevailed on to grant an allotment of funds so that the Institute's sphere of usefulness can be widened. The British Resident Mr. R. C. U. Carr, who was unable by his personal presence on the occasion to support to the Institute, wrote to the President expressing regret at his inability to attend and his cordial appreciation of what appeared to him a most laudable undertaking.

BOMBAY.

The 12th annual meeting of the Bombay Students' Brotherhood was held recently in the Prarthana Mandir, Girgaum, Bombay, the Hon. Mr. Justice F. C. O. Beaman presiding. Among those present were the Hon. Mr. Justice N. G. Chandavarkar, President of the Society, the Hon. Mr. Justice J. J. Heaton, and Mr. Frank Anderson. The report of the Managing Committee of the Students' Brotherhood for the year 1905-06 was read by Mr. B. S. Turkhad, Honorary Secretary. The Committee, in their report, observed with satisfaction that the aims and objects of the Society had been to some extent realised by the Brotherhood in their various activities during the year under review. The weekly classes, the Sunday lectures, as well as lectures specially arranged, had contributed not a little in bringing together the educated classes of Bombay for the purpose of raising the moral tone of the rising generation and putting before them higher and nobler ideals of life. The average attendance at the lectures was 150, and at the weekly classes 80. In each session, the Committee arranged to have an "At Home" given by some prominent citizen, who thus enabled the members to come in contact with one another and with many friends and sympathisers of the Society.

The Institutions managed by the Deccan Education Society of Poona, continued to make satisfactory progress during last year, says the *Times of India*. "The Fergusson College, under Principal Paranjpye, has become extremely popular, and students come from Berar, Sind and Madras to benefit by the instruction given in it. We note with satisfaction that although maintained and manned largely by high caste Hindus, the institutions of the Deccan Education Society are open to all castes and creeds. Mahomedans and Christians are to be found among the pupils, and it is especially pleasing to see that two Mahar children were being educated at the Society's High School in Satara. It is a fact generally known that most of the teachers of the Society have taken a vow to serve that body for twenty years for a small salary, and the success of these institutions reflects the greatest credit on their devotion and self-sacrifice."

Mr. Gordhandas Ranbhoddas Bhagat Sonamala of Bombay, has made a trust of Rs. 110,000, for the establishment of a Boarding House for high class

School and College Hindu students. Rs. 35,000 have been set apart, thereof, for building purposes. He has signified his desire to increase the fund to Rs. two or four lakhs if necessary.

The *Indu Prakash* of Bombay says that the Hindu Education Fund now boasts of two successful I. C. S's. to its credit, and it is now directing attention to industrial education. Two students were selected this year for technical education by the Fund, one of whom proceeded last Monday to Germany to study manufacturing Chemistry. But the other, a Gujarati student selected for studying scientific Agriculture in America, has resigned the scholarship on account of ill-health. The Trustees have, therefore thought of selecting one student to study the manufacture of sugar here as well as in foreign countries. The value of the scholarship is Rs. 100 per month exclusive of travelling expenses and is tenable for one year. The selected candidate will be required first to spend at least six months in visiting different parts of India with a view to study and investigate locally all the indigenous methods of preparing raw and refined sugar as at present prevailing there. The candidate will be awarded the foreign scholarship on showing satisfactory work in India and submitting a full report within the time required by the Trustees. He will be paid rupees 50 per month to defray all his expenses while working in India.

Mrs. Tarabai Warane who was the Editor of Poona *Pandit* and founder and Manager of the Civil and Military Orphanage of that city, died recently. Her husband Mr. G. Warane has founded eight scholarships in her memory, four of the value of Rs. 10 each and an equal number of the value of Rs. 20 each. The first group of scholarships will be awarded to ladies studying in a High School in any part of the country, while 20 rupees scholarships are reserved for those studying in Colleges. There is no distinction of caste and creed and these scholarships will be "continued till passing an examination on condition that the scholar undertakes to serve this institution (Civil and Military Orphanage) for 3 years after finishing her course." Mr. Warane has set an example of liberality of the right sort, and we hope young Indian ladies will avail themselves of these scholarships.

At a meeting of the Faculty of Engineering of the Bombay University held recently, Hon. Sir Walter Hughes was unanimously elected Dean of the Faculty of Engineering. Major W. V. Scudamore and Mr. P. F. Fitz Gibbon were unanimously elected Syndics of the Faculty. At a meeting of the Faculty of Law held the same evening, the Hon. Mr. Justice Chandavarkar was unanimously elected Dean of the Faculty. The Hon. Sir Pherozesha M. Mehta, The Hon. Mr. C. H. Setalvad and Rao Bhadr V. J. Kirtikar, were elected Syndics of the Faculty.

A CONTEMPORARY writes:—Miss Atia Fyzee, a niece of the late Mr. Badruddin Tyabji, who has gone to England as a Government scholar in connection with the proposed Training College for Women, was expected in England when the last mail left London. She will receive a scholarship of £150 a year for two years, a return passage to England, and employment under Government at the end of her training. There are only three Mussulman ladies who have left India for England and these all belong to her family.

The second of the Occasional Reports issued from the Office of the Director-General of Education in India deals with the question of vernacular reading books in the Bombay Presidency. The author, Mr. J. G. Covernton, Education Inspector of the Northern Division in the Bombay Presidency, deals with the various difficulties which attend the choice and preparation of such books and, as an example, he quotes the matter of illustrated texts. In the Sindhi series, in deference to Mahomedan sentiment, illustrations exhibiting Mahomedan females were omitted and, in general, pictures of adult women were avoided, except in so far as they represented Hindus or non-Mahomedan heroines of historical or legendary fame. It was also thought better to exclude pictures of Mahomedan male personages and of places regarded with special veneration. Thus neither a Caliph like Harun-al-Raschid nor the Kaaba of Mecca was considered a fit subject for pictorial representation.

The Bombay Veterinary College Report for the past official year discloses the fact that for some reason the College has not been made use of to the same extent as last year. The number of students who presented themselves for admission was only 56 against 97 last year. Out of these students, only 37 joined. These represented 17 from the Bombay Presidency, 5 from Native States in this Presidency, 3 from Madras, 2 from Travancore and 1 each from Goa, Cochin and Indore. Fourteen students passed out of the College. Out of these, three have been appointed in charge of Local Board Veterinary Dispensaries at Ratnagiri, Larkana and a station in the United Provinces. One has obtained the appointment of Veterinary Inspector to the Bangalore Municipality, two are on rinderpest inoculation duty, two in private practice, and two have been appointed Assistants at the College.

The Bombay Government has decided for the present not to start a Special School for Weaving for the Presidency in connection with the measures for the development of technical and industrial education. It has decided instead to afford assistance to the existing American Mission Weaving School at Ahmednagar and the Textile Institute at Ahmedabad.

The Annual Meeting of the Anjuman-i-Islam of Bombay was held recently in the hall, of

the Madrasa in Hornby Road, Sir Currimbhoy Ebrahim presiding. The Annual Report of the Managing Committee for the year 1905-06, which was read by Mr. Talebali Nazim, Assistant Secretary, showed that at the end of the year under report there were in all 384 members on the roll. A hostel had been attached to the Anjuman's Central School in Hornby Road and was taken advantage of by 35 boarders, of whom 31 were paying and the rest free boarders.

His Excellency the Governor of Bombay, recently paid a visit to the Fergusson College, Poona. This Institution though aided by Government, is entirely an outcome of private effort and self-help and His Excellency praised its life-members for the self-denying ordinance they had imposed upon themselves and commended the efficiency attained by the College under native supervision. He said the College was adopting itself to the growing educational wants of the country and he hoped that the training the students received would enable them to depend upon themselves for their success in life. In referring to the Swadeshi question, he said, there was nothing inconsistent with loyalty to British rule in it, in these days of free criticism of Government. His Excellency hoped the people would of their own initiative build up such institutions as were calculated to aid the progress of the country. The Governor thanked Principal Paranjpye for his reference to Lady Lamington and concluded with an exhortation to the students to live a life inspired by lofty aims and principles.—T. I.

BENGAL.

THE Resolution of the Government of India upon the new regulations of the University of Calcutta effectually removes the suspicions which were widely entertained at one time that the Imperial authorities intended to interfere with the administration of the University for purposes of their own. This apprehension was very natural, for, when the Senate found itself unable to complete the task of revising the rules within the specified time, the Government, after giving one extension, declined to grant another, taking refuge in a legal quibble. The regulations have, however, been drafted by a committee composed of members of the Senate who based their work on the uncompleted labours of the Senate itself, and it will have been observed that the Government have adopted the finished result without additions or alterations. The new constitution of the University is thus its own creation, and for its success or failure the Senate is entirely responsible. In one important particular, at least, the powers of the University, instead of being diminished by the new rules, have been increased. The recognition of schools for the purpose of sending up candidates for Matriculation now rests wholly with the University Syndicate, though its decision is to be guided by the report of the Director of Public Instruction or of an Inspector of Government Schools or of some

person nominated by the Syndicate itself. The Government apparently feel some anxiety in regard to this concession, for the paragraph of the Resolution dealing with the matter refers to the assurance which the Government have received that the influence of the University "will be firmly and discreetly exercised in the direction of checking the spirit of licence and self-assertion, the unbecoming manners, the impatience of control, and the disregard of all authority which have been displayed of late by the boys and masters of not a few schools in Bengal and the new provinces." Whether this solemn philippic is justified by the facts may be doubted. We are not aware of anything that has occurred in any schools in Bengal of which a wise Government would take public notice. It is true that a number of boys have been playing the politician, and we cordially agree with those who think that schoolboys should confine themselves to their studies. But to speak of "the spirit of licence and self-assertion" and to confer upon schoolboy escapades the dignity of a special reference in a Government Resolution are proofs that the authors of the Resolution are lacking in a sense of proportion. We trust that the paragraph does not mean that the University is to be incited to carry on a political campaign on behalf of the Government. Nothing is to be gained by an attempt to mar the excellent relations now existing between the University and schools, and the less the University has to do with politics the better for its prospects of usefulness.—*Statesman*.

An official circular has been issued to the members of the different faculties of the University of Calcutta calling their attention to the new rule which provides that added members must receive not merely a majority of the votes of the Fellows present at the meeting held to select such members, but the majority of the votes of Fellows on the Faculty.

THE death is announced of Babu Nilmani Chuckerbutty, a retired educationist of Bengal, at the advanced age of 78. It is said that the deceased counted among his early pupils men like Sir Guru Das Banerji, Mr. R. C. Dutt, Mr. B. L. Gupta and Justice Sarodha Charan Mitra.

THE Commercial Education Classes which have been got up in Calcutta for the purpose of educating young men to fit them for employment in mercantile houses are at present held in the Presidency College. This arrangement is considered unsatisfactory as accommodation in the Presidency College is very limited, and in order to obviate this difficulty it has been decided to hold the classes in a more suitable and convenient place. With this end in view, rooms have been engaged in Bow Bazaar in the vicinity of the Coroner's Court.

THE *Sunday Gleaner* reports that Mr. Mahesh Chandra Sinha, a Bengali youth studying agricul-

ture in Oregon Agricultural College, Portland, America, has discovered a process by which the presence and percentage of chicory mixed in adulteration with coffee can be ascertained. For this valuable contribution Mr. Sinha was given the degree of Master of Science by the College and the President.

News has been received in Calcutta that Sir Andrew Fraser's proposal to bring out a European Professor of Sanskrit in the Indian Educational Service has been practically negatived by the Secretary of State.

At a meeting of the Committee of the Women's Training College Scheme, held at Bankipore recently, the Director of Public Instruction submitted a letter from Government, sanctioning the scheme for the establishment of a Training College at Bankipore. The subscription list was also submitted shewing that Rs. 720 a month for four years was already promised. Mr. Hasan Imam offered Rs. 1,200 a year for three years on certain conditions. It was decided to have a European Lady Principal, with a Mahomedan and a Hindu lady to be respectively responsible for the general custody of the girls of each community.

It has been arranged to hold an all India Mahomedan Education Conference this year at Dacca during the Christmas holidays. The session will probably be presided over by the Nawab of Dacca.

An estimate amounting to Rs. 53,748, has been sanctioned by the Government of Bengal for the construction of a Students' Hostel in connection with the Agricultural Research Institute of Pusa.

Mr. C. Little, Professor, Presidency College, is appointed to act, until further orders, as Principal of that College, *vice* Mr. A. Macdonald, on leave.

THE Executive Committee of the Maharajah of Durbhanga Memorial Fund have handed over to the Registrar of the University of Calcutta Rs. 9,000, in Government Promissory Notes, to be applied to the foundation of scholarship, to be called the Maharajah of Durbhanga Memorial Scholarship, for the furtherance of medical studies, preference being given in awarding the scholarship to students coming from Behar.

At a recent meeting of the junior members of the Calcutta University Institute a Committee was

appointed to suggest means for the improvement of the Institute and the following Under-Secretaries were duly elected:—1. Babu Suresh Chandra Das, Bangabasi College; 2. Apurba C. Mukerji, Presidency College; 3. Khemad Kumar Roy, Presidency College; 4. Sudhir K. Sen, Medical College; 5. Aghore N. Ghosh, Medical College; 6. Jogesh Chunder Bose, B.A., G. A. Institution.

THE regulations framed by the Committee appointed by the Government of India for the reconstituted Calcutta University are admirably conceived. They display a close and minute knowledge of the weak points of our system of higher education and aim at strengthening them in a spirit of sympathy. We do not doubt that in years to come several of these regulations will be adopted by the other Universities also. The Government of India conclude their Resolution on the regulations, which they have approved without any change whatever, with the following wise and weighty remarks: "The promulgation of these regulations marks a notable advance in the movement for the extension and progressive development of the higher forms of education which was initiated by the Universities Commission. Yet the stage, thus reached, is merely the starting-point of a gradual process of reconstruction which will make large demands upon the energy and wisdom of the University authorities during the present generation of academic life. The regulations, now sanctioned, fill in the frame-work, supplied by the Universities Act. They provide the machinery for reform; but they leave it to the Senate to put the machinery in motion and to determine the speed at which it shall be worked. With them it will rest to secure by a judicious exercise of their influence and authority the general adoption of sound principles of education and to spread abroad a true conception of the value and uses of knowledge. Where the interests affected are so numerous and the problems still unsolved so complex, no hasty or premature action need be apprehended. The advancement of learning, the promotion of research, the fostering of collegiate life and the encouragement of individual effort are the objects at which the University will aim; and the Government of India are confident that in working towards these ends the Senate will be supported by the loyal and hearty co-operation of all colleges and schools within their jurisdiction."—*Indian Social Reformer*.

THE *London Times* has an article in the New Regulations of the Calcutta University and states that the examination system which has, like a weed, threatened to choke the growth of true education in England, has attained inordinate dimensions in Calcutta and thence overrun the whole of Northern India. The *Times* looks in vain in the recent Regulations for indications that the University of Calcutta is prepared to take the lead in the greatest reform of all, which would consist in abolishing the Matriculation Examination altogether.

It considers that it would be an enormous gain to the real education of India if boys could be admitted to the University upon a certificate given by the Inspector of Schools and the Headmaster, after the manner in which the Leaving Certificate is granted in Prussian Schools. A beginning might be made by conferring this privilege upon a few schools in which the conditions of education were satisfactory. These schools would be relieved of the necessity of cramming which a large public examination always entails, and would be free to select courses of education suitable to their particular needs, as the encouragement of good institutions and the discouragement of bad ones should be the consistent policy of both Government and University.

PUNJAB.

SWAMI Ramtirtha Bannerjee, a young Sannyasi of increasing reputation in North India, was accidentally drowned in the Ganges at Tehri while bathing. The young man, who originally bore the name of Tirathram, was a Punjabi and an M.A. of the Punjab University. For some time he was professor in the Forman Christian College, Lahore. Then he renounced the world, travelled in Europe and America and came to India as a confirmed Yogi. The Swami had considerable literary gifts and his writings, both in prose and verse, had an exalted religious and patriotic fervour. His high character, learning, piety and earnestness, attracted many men to him in the Punjab and United Provinces. For some years the Swami avoided large cities and spent most of his time in the Himalayas in meditation and study.

A CORRESPONDENT writes to the *Khalsa Advocate* of Amritsar:—Nearly a month ago, an appeal was made to the educated Sikhs to take up the work of translating books from English into the Punjabi for use in girls' schools. Only three gentlemen up to this time have responded to it. This shows which way the wind blows. There is much talk about female education, but when the time for actual work arrives no one offers himself for it. This is a sorry state of affairs and one can not hope much for such a community. I hope the educated Sikhs will be more responsive to their duties and with patience and industry, which is the only way to success, try to make up for the indifference.

DURING the year ending 31st March, over 700 new Primary Schools for boys and girls were opened in the Punjab with an increased attendance of about 25,000. The number of female pupils rose by 25 per cent. and that of Muhammadans by about 17 per cent.

Mr. Fazal Husain, Barrister-at-Law, has been temporarily appointed to manage the Islamia College until the new Principal arrives.

THE Punjab Government proposes to establish a High Class English School for Indian girls at Lahore, where it is a longfelt want. Both Sir Charles and Lady Rivaz take a keen interest in female education, and they wish to see the proposed school an accomplished fact before they leave India next spring. An appeal has been issued to the public for funds, and the Government has promised a substantial grant out of the provincial revenues. Lady Rivaz is universally loved in the Punjab for her great sympathy for Indian women, whom she entertains now and then at Purdah parties at Government House, Lahore.

A SMALL Committee at Simla is now revising the Punjab Education Code for Native Schools. The present Code is out of print and out of date, and, owing to the numerous changes of the last few years, the whole body of regulations will have to be re-drafted. The most important modifications concern the grants-in-aid, scholarships, standard of examinations, fees, training institutions, methods of examination and inspection, teachers' salaries and certificates and industrial and commercial education.

THE Lieutenant-Governor, on the recommendation of the Director of Public Instruction in the Punjab, has sanctioned a grant of Rs. 8,000 to St. Stephen's College, Delhi, towards the cost of building and fitting up a Science Laboratory and constructing a building for the Superintendent of the College Boarding House.

EARLY in August the students of the Islamia College, Lahore, formed a mission to tour in different towns of the Punjab during the College vacation to collect funds in aid of the Islamia College. Notwithstanding that the students were new to the enterprise, they have already collected about Rs. 7,000.

Mrs. Khamesh, a Hindu lady of Krishnagar, Ajmere District, has started a monthly, called the *Parda Nashin* with the object of spreading education among women who observe *Parda*.

LAL Har Dya Mathur, M. A., of Delhi, who proceeded to England last year on State Scholarship to conduct his studies there and who recently took

special permission from the Secretary of State to come over to India to pass his long vacation among his friends and relations left again for England, the other day, with his wife.

HYDERABAD.

RECENTLY the prize distribution of the Hyderabad Medical School took place in the Nizam College, over which Nawab Fakr-ul-Mulk Bahadur presided. The attendance was a representative one, though small. Among those present were Major Haig, First Assistant Resident; Mr. A. E. Seaton, Principal of Nizam College; Nawab Surbaland Jung and a number of ladies, also many representatives of the medical profession.

The report of the School read by the Director, Col. G. H. D. Gimlette, I. M. S., opened the proceedings. The report stated that the Session commenced with 53 pupils on the rolls of the School. The teaching staff remained the same throughout the year, no changes having taken place. For the Final Examination eight students appeared and for the pre-Final Examination 25. The students in the Final all passed, while in the latter only 14 passed. The reason assigned for so many failures was that the students, at their own request, were allowed to sit for the pre-Finals, including those who had but slight chances of success. They were, however, made aware of the fact that if they failed, their names would be struck off the rolls of the school, thus the more apt and the intelligent students were left to pull themselves together for the Final Examination.

UNITED PROVINCES.

THE General Report on Public Instruction in the United Provinces of Agra and Oudh for the year ended 31st March, 1905, lays due stress on the insufficiency and unsuitability of school buildings in the provinces under review. These facts have long been obvious, and they have drawn fresh comment from the Director-General during his recent tour. It is pointed out, for example, that education can hardly be conducted in a school building like the one at Shahjahanpur, where even the addition of new rooms fails to touch the radical defects of the original house. Some extensions, it is true, have been made at Sitapur, Rai Bareilly, and other places, but these remedies are of too sporadic and limited a nature to meet the requirements of the situation. The buildings at Aligarh, Mainpuri, and elsewhere are too small for the accommodation of the pupils, but nothing has yet been done towards their enlargement. In some cases this neglect is due to complications over which the educational authorities have no control. For instance, the Etah School was erected by Raja Dilsukh Rai of Kasganj, and is the property of his successor.

Hence, while ordinary repairs are executed by order of the Commissioner of the Division, there are difficulties in the way of enlarging it. Of courses in a case like this the obvious remedy is that the Board should acquire the property, so that it might have the requisite authority to extend and alter the building; or else another school should be built. In other cases we find things in an even more parlous condition. Thus, mention has been made in recent reports of the likelihood of the Banias School being washed away by the Ganges within a year or two. It is strange to read that, in face of this acknowledged danger, no decision has yet been arrived at with regard to the location of the new building, which may be wanted at any time on very short notice. There is urgent need of expenditure in this direction, and the sooner it is entered upon the better. Parsimony in such a case is the worst possible kind of economy.—*The Statesman*.

THE Central Hindu College Deputation Committee reached Khurja recently. Pandit Iqbalnayan Gurtu delivered an address to a large crowd at Ramlila. Handsome subscriptions were raised and a local committee formed. Rai Bahadur Guthimal, Honorary Magistrate, entertained the Deputation and exerted his influence on their behalf. The Deputation visited Etah also. A lecture was delivered. Rao Maharaja Singh being in chair. Nearly Rs. 2,000 were subscribed. The Deputation afterwards waited on the Rajaawa' who received the members most hospitably and promised to visit the College. Pandit Hari Krishna, retired Subordinate Judge of Fyzabad, has presented Rs. 10,000.

THE fourth annual report of the Kanya Pathashala of Dehra Dun for the year ending 30th June last, states that the number of pupils on the rolls was 80 as against 60 in the previous year. The accounts are satisfactory, and the landed property of the School is now valued at over Rs. 10,000. At the request of Shri Swami Prakashanand Maharaj, Her Royal Highness the Princess of Wales graciously honoured the Kanya Pathashala with a visit on the 5th March. After the presentation of an address, Her Royal Highness inspected the various classes, examining a number of the pupils. After a visit to the Pathashala, Mr. Harvey, Inspector of Schools, United Provinces, wrote: "In no other Schools, so far visited have I found girls staying in school so long and carrying their studies so far as in this School, and I am of opinion that only under conditions such as obtain in this School can such a satisfactory result be achieved."

Dr. Ziauddin Ahmad of Allahabad University, whilst Assistant Professor in the Aligarh College,

was awarded a Government of India Scholarship, having already received the degree of D. Sc. in Mathematics. He was admitted a Research Student in Trinity College, Cambridge, and took a first class in the II Part of the Mathematical Tripos, an honour much higher than the Senior Wranglership. He won in open competition Sir Isaac Newton's Scholarship, worth £200 a year for three years. He has just had the degree of Ph. D. conferred upon him by the University of Gottingen.

We are glad to learn that the Lucknow Hindu Girls School Committee has opened a class for *pardashin* ladies—married young women and widows. The authorities have been fortunate in securing the honorary services of Srimati Kalawati, the widowed daughter of Babu Kunjbehari Seth, Sub-Judge, who and his brother Babu Brijbehari Seth are ardent and practical advocates of female education. Srimati Kalawati under the guardianship of her aunt Mrs. Brijbehari Seth, attends daily and works for five hours in the school.

Sir James Digges LaTouche recently opened the new Bareilly College and Hostel buildings. After the ceremony His Honour walked round the new college and hostel buildings and gave many valuable hints regarding its upkeep.

The Government of the United Provinces have decided to appoint an Oriental scholar for five years on a pay of about Rs. 800 monthly for cataloguing the Sanskrit books and manuscripts in Queen's College, Benares. It is said that Doctor Thibaut, who, after retiring from the Educational Service, is now acting as Registrar of the Allahabad University, may get the post.

Mr. Shah Mahomed Sulaiman, who headed the list of successful candidates at the B.A. Examination of the Allahabad University, held in July, and obtained Honours in Mathematics, has it is reported, been awarded a State Scholarship of Rs. 10,000 to prosecute his studies further in England.

The United Provinces Government have approved of the application made by Raja Tasadduq Rasul Khan, C. S. I., of Jahangirabad, in the Bara-Banki District, to invest Rs. 20,200 under the designation of the Tasadduq Rasul Arabic Scholarship Endowment Trust, Aligarh, to be applied in trust upon the terms that the interest accruing thereon be expended in payment of scholarships for the higher study

of Arabic at the Muhammadan Anglo-Oriental College, Aligarh.

CENTRAL PROVINCES.

Sir Andrew Fraser recently visited Nagpur for the purpose of unveiling a statue of Queen Victoria and opening the Victoria Technical Institute. It is said that except on the occasion of the Coronation festivities in 1903, the station never within living memory witnessed so large and varied a concourse of people as on this occasion. In the address presented to Sir Andrew Fraser the various steps taken to perpetuate the memory of Queen Victoria were detailed. An Executive Committee consisting of twenty-five members representing all classes of the community with the officiating Chief Commissioner, the Hon'ble Mr. Ismay, as President was constituted to raise and administer a fund in accordance with the resolutions passed in public meeting. The fund was to be devoted partly to a personal memorial and partly to the founding of an institution of general and public utility. A sum of two lakhs and three thousand rupees was collected. The second object of the fund was attained by the formation and registering of a Society under the name of the Victoria Technical Institute, the object of which was the development and improvement of the agriculture and industries of the Central Provinces and the promotion and diffusion of technical and scientific knowledge generally in the Central Provinces. The Committee gratefully acknowledged the benefit of Sir Andrew Fraser's advice and help at every stage. Over a lakh of rupees was set aside as a permanent trust fund, the total cost of the statue of Her Majesty amounted to sixteen thousand rupees. The sum of seventy-five thousand rupees was left for the purpose of erecting a local Habitation for the Institute. At this stage Sir Andrew Fraser offered to make a liberal grant from Provincial Revenues on condition that accommodation should be provided in the proposed building for the office of the Director of Agriculture and the Agricultural School. The offer was accepted. The building has cost a lakh and a half. The hall on the ground floor is intended for a public library, for the purchase of books for which Government has promised a liberal grant. The hall above is to be an economic museum. The rest of the building has been fitted up as laboratories and class-rooms for instruction in Chemistry and Physics and allied sciences, to be utilised by the students of the local colleges studying for the B.Sc. and D.Sc. Degrees of the Allahabad University. The whole cost of these amounting to Rs. 50,000 has been

met from Provincial Revenues. Two Professors, one of whom is already at work, together with a suitable number of Assistants will be in charge. There will be a separate school for handicrafts, for which handsome grants have been promised both from the Provincial and Imperial Revenues. The governing body of the Institute will be associated with its working, and thus linked together, the two institutions will go a long way to help in the promotion of technical education in the Province. The present Agricultural School will also be raised to the status of a College with a suitable Professoriate. After the reading of the Address which we have summarised above, Sir Andrew Fraser unveiled the Statue and subsequently unlocked the door of the Institute with a golden key and formally declared it open. Returning to the dais, Sir Andrew made an eloquent speech suitable to the occasion, in the course of which he indulged in reminiscences of his early days in the Central Provinces and of those associated with him in those distant days.

The Nagpur paper writes in very appreciative terms of the Rev. Dr. Whitton, Principal of the Hislop College, Nagpur, who is about to retire after a long and meritorious service of more than thirty-seven years. He came out with Mrs. Whitton in 1869 and assisted the Rev. J. G. Cooper. In addition to the usual work of a missionary, the learning of and preaching in the vernacular—a task which he discharged with surprising aptitude, he taught English in the Free Church High School. College classes were opened in 1882 and on Mr. Whitton's representations the Institution was raised to the First Grade. He succeeded Mr. Cooper as Principal in 1890. The present status of the college is largely due to his untiring efforts. He was the first to deliver in Nagpur lectures to Indian gentlemen; he started the College Debating Society. In 1903 he was awarded the Khaisar-i-Hind gold medal. He was elected a Fellow of the Allahabad University in 1903. His noble character and catholic zeal and earnestness have won such general regard that he is widely known as the 'Father of Nagpur.' We wish him every happiness in his retirement. He is succeeded by the Rev. Dr. Robertson, a Professor of the College.

BURMAH.

Mr. A. L. Hetherington, Principal, Rangoon Government Collegiate School, has been appointed to fill the new post of Assistant Director of Public Instruction, Burma.

Foreign Notes.

GREAT BRITAIN.

In September Aberdeen University celebrated its four hundredth anniversary. On the 27th of that month the King and Queen visited the city and opened the new University Buildings. The weather throughout the festivities was perfect. The new buildings are constructed of white granite and form a beautiful and imposing pile. Lord Strathcona, the Chancellor of the University, gave a monster banquet on the evening of the same day in a temporary building specially erected for the purpose since there was no building in Aberdeen capable of containing the invited guests, who numbered close on two thousand. The banquet was a triumph of organization and what was left was given to charitable institutions and the poor. This brought the celebration to a close. The actual celebration of the anniversary had taken place on the Tuesday when eminent men of all countries gathered together in honour of the event. A service in the University Chapel inaugurated the ceremonies. After this came a procession through the streets from Marischal College to the Banqueting Hall. The Chancellor welcomed the delegates who represented every civilised country on earth. Eight represented India. Principal Petersen of McGill University, Montreal, answered in the name of the British delegates. Professor Matsumura of Tokio University was received with enthusiasm.

The Bishop of Salford in presenting some prizes to boys for athletic sports said there was one prize he regretted having to present—a cigarette case—for there was too much cigarette smoking going on.

A Scotch Correspondent of the *Madras Times* thus criticizes Mr. Carnegie's Educational benefaction to his native country:—Mr. Carnegie, the American millionaire, who resides in Scotland, the country of his birth, has done much for his native land. By his financial generosity he has placed a free library in almost every town, and an organ in every Kirk. For a year or two past he has been turning his attention to the Universities, and has done much for their advancement, aiding them in the establishment of laboratories, &c. This he has done in the most generous way. Some years ago he established a trust to pay the class fees of such students as were unable to do so themselves. It was doubted by many whether this step was a wise one, and also I am afraid the result rather goes to show they were right. The Scotch student has always been poor, but independent. He lives not like his Oxford or Cambridge brother in College, but in lodgings, often cultivating learning on a little oatmeal. When the writer was at College in Glasgow there were two lads who sailed up the Clyde in a half-decked herring boat. They moored above Jamaica Bridge where the pier dues were light, lived on board of her, and walked to the Uni-

versity every day. When the term was ended they hoisted their sails and went home to prosecute the herring fishing. I never heard what became of them in after life, but the self-reliant independent spirit they showed has been perhaps the strongest feature in student life. This spirit has apparently very much departed. Crowds of young men in the Faculties of Law, Medicine, Arts, Divinity, flocked to Mr. Carnegie's trustees that they might share the goodly crumbs that fell from their table. The professors also, as there was money going, sought to get their share of the bawbees, and raised their fees. The trustees have found that the demand is beyond even their power to supply, and they have issued most stringent regulations, so that only really poor students shall in future be helped. It would perhaps have been better to have left them alone altogether, or have made, by an arrangement with the professors, all the classes free and placed higher education on the same footing with the lower in the schools. The whole story, as it is told in the report of the trustees, is not to our national credit.

AN Indian Fair is to be held in the George Street Music Hall, Edinburgh, on December 5th, 6th, and 7th for the purpose of raising the sum of at least £5,000 to effect the early completion of the scheme originated in 1903, for providing a Habitation for the native students from India who are attending the Edinburgh University and Colleges. These students are entirely without any special place of meeting of their own, and are thus at a great disadvantage as compared with other students. At present they number approximately 150. The proposed 'Habitation,' or Non-residential Club House, will furnish a common meeting place for all Indian students, and will contain reading and writing rooms, lecture and recreation rooms. There is every reason for believing that it will not lessen, but rather will increase, the intermingling of the Indian with the other students. Among those who have given their patronage are the Marquis of Ripon, the Marquis of Linlithgow, Lord Reay, Mr. Balfour, and many other distinguished Scotsmen.

New Professors at University College, London, have been appointed as follows:—French, Mr. L. M. Brandin; Fine Art, Mr. F. Brown; Physiology, Mr. E. H. Starling. The Chairs of Zoology and English Law are yet vacant, but will be filled shortly.

ANOTHER concession to secondary teachers is promised. The Board of Education intend to institute

"a system of grants in aid of courses of training specifically designed for the requirements of secondary teachers." If the grants are large enough to make the classes attractive, if a considerable proportion of the staff of recognised schools is compelled to be trained, and if, as seems probable, salaries keep going up, the experiment may prove a successful one.

Dr. E. S. Shuckburgh, a London University Examiner in Latin, who died suddenly in a railway train recently, was a don of Emmanuel College, Cambridge, and a prolific translator and editor of classical works as well as author of well-known school histories of Rome and Greece. For ten years, from 1874 to 1884, Dr. Shuckburgh was a master at Eton, and in 1901 he was appointed an Inspector of Irish Intermediate Schools.

In his presidential address to the British Association at York, Professor Ray Lankester reviewed the progress of science during the twenty-five years which have passed since the Association last met at York and celebrated its jubilee. In a rotatable passage he declared that it would be reasonable and wise to expend £10,000,000 a year out of revenue on the investigation and attempt to destroy disease. What was actually spent, he added, was a mere nothing—a few thousands a year—and people meanwhile were dying of preventable disease. He deplored the lack of interest displayed in scientific matters by political administrators, and urged that it should be the care of the State to organise and finance the army of science to do battle for mankind against the obvious disabilities and sufferings which afflicted us. The Professor continued: "While science has advanced, it is unfortunately true that the successive political administrators of this country and the permanent officials are as unaware of the vital importance of science as they were twenty-five years ago. The reason is to be found in the defective education of our governing class both at school and university and the racial dislike among all classes to the support by public funds of posts which must be held by men of special training and mental gifts. In the United States wealthy men give large sums to further scientific progress. In this country such gifts are rare. Men of science seek in all reverence to discover the almighty, the everlasting. They claim sympathy and friendship with those who, like themselves, have turned away from the more material struggles of human life and have set their hearts and minds on the knowledge of the eternal."

THE UNIVERSITY OF MADRAS.

REFORM IN THE TEACHING OF ENGLISH.

THE following communication is addressed to the Fellows of the Madras University by Messrs. J. A. Yates and P. T. Srinivasa Iyengar, of Vizagapatam:—

With reference to the Draft Regulations to be laid before the Senate shortly, and in particular with regard to those that deal with the English part of the Matriculation examination, we venture to make the following remarks for your consideration:—

In the first place, we would state that, while agreeing with certain changes brought in—notably the excision of Translation from the scheme of Matriculation—it seems to us that the methods of teaching English (which is a foreign language to most of the students of High Schools) underlying the proposals of the Committee, do not seem to be well thought out, we would almost say they are antiquated. But in view of the difficulty of gaining recognition of changes in method, however desirable, we accept the Regulations as a compromise, subject to certain modifications.

These modifications are suggested mainly by the needs of the schools which will or, for the present apparently must, look to the University as their guide in the subjects and methods of teaching.

We would suggest that the proposal that the Board of Studies should be empowered to prescribe texts for detailed study from time to time, be withdrawn. Our reasons are (1) that such prescription will inevitably mean the publication of undesirable, because inaccurate and unliterary, cram-books similar to those which flood the market at present to the disadvantage of candidates for the F.A. Examination; (2) the pupils in the schools will be forced to waste time in absorbing a mass of unnecessary information; (3) the examination on the texts by questions in composition will sufficiently test whether the teachers have taught them with adequate attention to detail; (4) the main purpose of the examination is to test the ability of candidates to understand

and write English, to see whether they are the proper raw material for the making of scholars.

Accepting against our belief the supposed necessity for a knowledge of Grammar, we would propose that the Board of Studies should publish a clear and definite Syllabus of the Grammar it wishes studied. Such a Syllabus would meet the difficulties of Heads of Institutions, who do not know and cannot know exactly what the examiners require. The result of this absence of clear understanding has been that the pupils have been made to wade through thick volumes of rules and counter-rules, and to learn by heart numberless isolated idioms. The absurdity of this from an educational standpoint is obvious. We would draw your attention to the growing conviction, seen in most modern text-books of composition for English schools, and expressed recently in the Educational Section of the British Association, that English Grammar is really simple, and should be taught in connection with and as an aid to composition. If this is the view of English educationists dealing with the needs of English pupils, much more should it be the view of those legislating for pupils to whom English is a foreign language. For a reason similar to that expressed at the close of the preceding paragraph, we would urge that the Grammar examined on should be tested in connection with the texts and not independently. A further cogent reason, in our opinion, is that the evil of Manuals of Grammar would be partially met.

Against some test of the candidate's ability to make out the meaning of an unseen passage in prose or poetry, we have no particular objection. We would urge, however, that that it should be a passage of fair length. Paraphrase, strictly so called, is impossible in High School classes, where the language is a foreign one. It is an art in itself, and extremely difficult even when the passage set is apparently simple. We understood that the gentlemen responsible for the proposal mean by paraphrase such a test as that we have suggested above. This should be made clear in the Draft Regulations.

We would ask your earnest consideration of the points raised here, thinking, as we do, that they are of vital importance to reform in the teaching of English in the schools; our suggestions, if accepted, will make practical and intelligent teaching of English possible.

The Educational Review.

We reprint this month some very useful articles and reports. Among them is a paper issued by the Director comprising extracts from Inspecting Officers' Reports on European Schools. These schools are so scattered that it is next to impossible for one school to have any practical acquaintance with the work of another, and the result is that each school is an isolated unit, out of touch with other schools of the same kind. The evils attendant on such a situation are, of course, self-satisfaction, lack of emulation, and as a result, stagnation. It would be a good thing if in Madras City at least arrangements could be made for the staff of one European school to see another school at work. Mofussil European Schools, dotted here and there, are unhappily at a great disadvantage in this respect. Considerations of distance forbid such visits. Anything therefore that brings within the knowledge of the managers and teachers of such schools, what other schools of the like kind are doing is to be welcomed. The extracts referred to are from this point of view extremely valuable. The extracts invite comment, but we have thought it best to print the Inspecting Officers' remarks by themselves, and to postpone our remarks to next month.

Mr. Stone's report on Training Schools in Great Britain is another very valuable paper. We are glad to see this development of departmental publications. The United States have long been famous for their educational bulletins; the Board of Education for England and Wales has issued most valuable reports and circulars. The Director of Education at Simla has begun to issue similar reports. One on the Vernacular Readers

used in Bombay is referred to in our Local Notes. We hope that at no distant date a regular publishing department will come into existence, from which useful reports and circulars will be issued on various educational topics. The tie between the department and the individual school is not strong, and it may be most beneficially strengthened in the manner indicated above. Mr. Stone's paper deserves very careful attention.

The Hon'ble Mr. L. A. Govindaraghava Iyer recently presided at the Pachaiyappa's Anniversary of Pachaiyappa's College. In view of the notice which the press has taken of the remissness of the Board of Trustees in filling up the two vacancies in the Board, he could not very well avoid some reference to the subject. But he altogether failed to rise to the occasion. The mild advice he gave would have been appropriate enough when the first hints of difficulty and dissension began to be whispered, but the time has come when much plainer speech is needed. It is too late to express a hope 'that the trustees themselves would be willing to help to put matters right if anything were actually wrong.' Public attention has for months been drawn to the matter and still the vacancies on the board exist.

By the way our Pachaiyappa friends will not misunderstand us if we hint that the application of the title 'National College' to Pachaiyappa's is an improper use of the word. A college which excludes European, Eurasian, Parsi, Native Christian and non-caste students cannot be called a National College without doing violence to one's ideas. We quite see what is meant, and we admit that the term 'indigenous' is quite inadequate, but since Pachaiyappa's has played a great, and is, we

hope, destined to play a greater part in the education of Hindu youth, why should its supporters not be content with calling it 'Our great Hindu (not National) Institution?'

We penned a note last month about the Text-book Committee. A day or two afterwards a representative of a leading publishing firm called upon us and casually mentioned that his firm had had upwards of a hundred books before the Committee for several months. We hope that with the present energetic Secretary a reform will be instituted and that books will be considered without delay, and that a real consensus of opinion will be secured about each. Are we wrong in inferring from the fact that, as stated on high authority, not a single History or Geography Reader has been accepted, that the faddist has been abroad and allowed to have a preponderant voice in the selection or rejection of books? By the way, another pressing need is the bringing into line the Text-book Committees of the various provinces. Why is it that Madras rejects what Bombay accepts or *vice versa*? Again some provinces have most extraordinary ideas of the purposes for which a Text-book Committee exists. The author of some books which are accepted by the Madras Text-book Committee, sent copies to the Secretary of the Text-book Committee of the United Provinces. He wrote back saying that the books were not required. The author replied saying that he did not understand the letter. He submitted the books that they might if approved be placed on the list. Nothing more was heard. We may add that this was some years ago. We think that, if it is not the case, it ought to be laid down that the duties of the Text-book Committee in

every province should be conditioned by one common set of regulations and that in the case of a book that satisfies one Committee its rejection by another Committee should receive the notice of the Department. The unfortunate publisher can of course ask for a revision of the verdict but he may reasonably ask to be protected against what is sometimes mere waywardness arising from a fancied mental superiority to other provinces.

Something was recently said in the London papers, and quite properly about the kind of advertisements that appear with regularity and prominence in many of the Indian papers in this country. Much as we deplore these unabashed and unreserved advertisements, which never find a place in any decent European or American paper, we are not as an educational paper called on directly to discuss them, but we must confess to a jealousy for the dignity of education and we are pained to see an advertisement of this kind in an educational paper.

On page 586 of this number our readers will find a summary of an interesting article on the German Faith in Education by Mr. H. Bompas Smith, and it is possible to see here in India the tiny sproutings of a faith in Education that will we hope attain to as sturdy a growth as the German faith. Mr. Bompas Smith tells us that failure to attain a certain position in school is regarded as a terrible disgrace for a boy belonging to a family of any social position. A little of this feeling would do Indian students no harm. Boys seem to feel no shame in failing twice or thrice to pass an examination. They invent all sorts of plausible excuses, they often shift to another school, but they are not ashamed

to fail. They move to another school because they are unwilling to be in the same class with their juniors who are now as the result of promotion from the Fifth Form in the same class, whereas a year ago they were in the class below; but this is not shame at failing to pass. There are of course some everywhere who take a failure too much to heart, and occasionally go to shocking lengths in their bitter disappointment, but we repeat that for the majority of those who fail, a little more shame would not be amiss. Further it is a rare thing now to find people ashamed of being ignorant, grossly ignorant. People who would be indignant if you called them uneducated are not ashamed apparently to own that they have never read a line of Tennyson, a play of Shakespeare, that they have not the slightest acquaintance with any natural science, that history, travel, discovery are entirely beyond their range of interest.

We hope we are not disparaging others if we say that the most important part of the present number is the Presidential address of Mr. M. E. Sadler, at the British Association of Science Meeting at York. It is the speech of a statesman. Mr. Sadler has played an important part as an official in guiding educational affairs and his speech proves that he can make use of his varied official experience and yet take a detached view of education. His great speech shows that while much has been accomplished, not without fear and trembling, more remains to be done. We in India must after reading his address confess to some feeling of sadness arising from the fact that so little, comparatively, has been done and so much yet remains. We are not fault-finding, not by any means. The wonder is that with so many obstacles so

much has been done. But have we even made a beginning in some of the kinds of education on which Mr. Sadler lays so much stress?

For instance is there no sweated child labour in India? We much fear there is, a great deal of it. The child may not be worked at the high pressure characteristic of Europe or America, but none the less the child is taken from school at a very early age to go to the mill, the press, etc., in the town and to herd cattle in the country. The work may not be burdensome, but the hours are long, the pay scanty, and all opportunity of mental development is taken away. We do not recollect that this subject has attracted any notice, but it cannot be that it has received no attention because it does not exist. Unless we are mistaken, any visit to a mill or other scene of industrial activity will show a large proportion of workers under the age of fifteen. We have heard much of late of compulsory primary education. One of the difficulties in the way is that the supply of cheap child labour will at once be affected, and objections will be raised. Any business which depends on such labour stands self-condemned. As Mr. Sadler said, "It is much to be feared that certain phases of modern industry which depend on the practically unskilled employment of boys and girls as they are turned out of the elementary schools, are in part parasitic in character and, it may be, get more than they ought to have of the moral force and physical strength of the nation."

In India our case is worse, for while Mr. Sadler speaks of children *withdrawn* at the earliest possible age from elementary schools, the child worker in India has not with very few exceptions ever been to school. Should this state of things be allowed to continue?

Mr. Sadler went on to speak of Continuation Schools, which in the opinion of many are the hope of the country, since they safeguard the young against hooliganism, gambling, drink and other evils. The figures he quoted on this point with reference to the state of things in London and Manchester are not re-assuring, but we have the splendid success attained at Halifax as a proof that the problem is not insoluble. We in Madras greatly need bright attractive Evening Schools. We can conceive of no more fitting object of sympathy on the part of our wealthy men than the establishment of an experimental school of this kind. We do not forget the excellent work that has been accomplished by the Y. M. C. A. and probably other organizations, but it remains sadly true that the workers in the field are very few. We have the buildings and the men all available. What is wanted are funds and organisation.

Mr. Sadler spoke of wise and liberal action in the matter of education on the part of employers of labour. At Messrs. Rowntree's Cocoa Factory at York all girls under seventeen must attend a school of domestic economy. This is held during work-hours. Messrs. Crosfield of Warrington make attendance at evening schools compulsory for all boys and girls under seventeen. In such regulations there is infinite promise for the future. There is much in the conditions of town life in Great Britain to cause grave anxiety as to the future, but here is remedial action that does much to brighten the future with hope. How many years will elapse we wonder before we see our mills, our large presses emulating Messrs. Rowntree and Messrs. Crosfield?

The Liberal party asserts that the House of Lords has wrecked the Education Bill, and even responsible Ministers are more than hinting the possibility of an appeal to the country. Lord Amthill placed on the notice paper notice of several important amendments. It is not easy to see how a residence of five years in Madras qualified him for discussing a question which turns after all on the wish of the people, for the House of Lords declares that it has no desire to thwart any legislation which is manifestly willed by the nation, its function being merely to make sure that any proposed legislation is well reasoned and the act of a deliberate national resolve. We say therefore that it is not obvious how the Governorship of Madras fitted Lord Amthill accurately to gauge the national will on this much vexed question. Doubtless it was because Lord Amthill is a safe man with considerable influence among Liberal Unionists that he was put up to propose the amendments alluded to.

We are sorry to see that none of the mathematic apparatus recently supplied to the colleges by the University was made in India. No doubt the instruments were more easily procured in Great Britain, but we fail to see why wooden rulers and drawing boards could not have been supplied locally. The freight on the large heavy boards must have added considerably to their prime cost. It is only fair to say that an experienced teacher from the mofussil saw some a few days ago and with sparkling eyes enquired about them, as he had tried in vain to get anything of the kind. But the product of a mofussil carpenter's shop is very different from what can be turned out on occasion by a Government workshop, and we have reason to suppose that

good boards could have been produced locally, to the encouragement of local industry, and at a considerable saving in cost.

His Excellency Sir Arthur Lawley, Governor of Madras, has lately been on tour, and we are glad to note that wherever he has gone, Coimbatore, Salem, Conjeveram, Chingleput, Madura and elsewhere, he has visited the local schools and colleges with evident interest. He has frequently addressed the boys at some length. The boys of the Chingleput Schools for instance may have not understood much of what he said, but they could not fail to have been impressed by the fact that the Governor of Madras took the trouble not merely to visit them but to deliver a prepared speech. We hope that these speeches are in indication that Sir Arthur Lawley will take a special interest in education, and will look at educational questions with his own eyes and not merely through official spectacles. Our educational questions are becoming increasingly important, problems are being raised and there is a moving everywhere. We can think of no great blessing for this Presidency than a Governor who made education his chief study and brought to its problems a mind freshly stored with ideas and experience gathered elsewhere.

In the course of his speech as Chairman of the Meeting held on Commemoration Day at Pachaiyappa's, the Hon'ble Justice Sir Subramania Iyer spoke at length on various educational topics, but he dwelt at length on two, primary education and the misuse of the endowment and surplus funds of choultries and similar institutions. He pleaded that these funds now often wasted might be used to supplement grants by the

State to rural schools. He pointed out that since these endowments are under the control of the Board of Revenue and since it is believed a little portion is already spent on education, the principle might be extended without much difficulty. We join with Sir Subramania Iyer in earnestly desiring that the subject might be taken up, and as he says a Committee of leading men may well be appointed to go thoroughly into the question. We rejoice to see that Sir Subramania has nothing but good to say of the interest now taken by Government in primary education. He does not agree with those who say that the spread of primary education is an excuse for diminishing the support hitherto given to higher education. He placed things in their true perspective when he said "an effective system of national education must embrace not only efficient Secondary Schools and University courses, but also, and in some respects this is the most important of all, a sound and intelligent system of primary education." It is delightful to find him speaking of the "claims of the masses to such educational advantages as they are undoubtedly entitled to." The governments of some provinces seem to boggle at the idea of compulsory education and Sir Subramania Iyer exhorted Native States to take the lead: "I trust that the question of sound elementary education will not fail to occupy the special attention of the educational authorities in one and all of the Durbars. They enjoy peculiar facilities for experimenting in this respect, and any success that attends such efforts on their part cannot but pave the way for the introduction of analogous improvements by the Imperial authorities in British India." We must not omit to note that the Hon'ble L. A. Govindaraghava Iyer pressed the question of compulsory education and in answer to the *non possumus* of Government instanced the case of Ceylon.

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NO. 12.

THE NEW EDUCATIONAL RULES.

(A REVIEW IN DETAIL.)

[Continued from our last issue.]

II. SECONDARY SCHOOLS.

THE notion that Government is bent upon shutting the gates of Higher Education and that that is why it is making it too costly for people of ordinary means, is undoubtedly wrong, but unfortunately this wrong notion is now prevalent. Far greater importance is attached to Higher Education than to Elementary Education and much resentment is naturally displayed whenever stringent rules are introduced with a view to improve its tone and its quality. The fourth edition of the Educational Rules was in many respects a forerunner and the firm, repressing hand it put on inefficiency and mediocrity did not pass unnoticed last year. In the newly revised Rules that firmness is indeed relentless.

Let us examine in detail the Chapter of Rules for Secondary Schools. The general conditions of recognition are the same as in the fourth edition and are among those prescribed by the Government of India. The Resolution of the Government of India requires that the Department "must, for example, satisfy itself that a Secondary School is actually wanted; that its financial stability is assured; that its managing body where there is one, is properly constituted; that it teaches the proper subjects up to a proper standard; that due

provision has been made for the instruction, health, recreation and discipline of the pupils; that the teachers are suitable as regards character, number and qualifications; and that the fees to be paid will not involve such competition with any existing school as will be unfair and injurious to the interests of education." Amongst the specific conditions the first important change relates to the qualifications of the staff, all the old regulations being replaced by no more than a dozen lines: "23. The Headmaster in every Secondary School and at least three other teachers in the case of schools containing all the three Forms IV, V and VI, should ordinarily hold Collegiate Trained Teachers' Certificates. The other teachers should ordinarily hold Trained Teachers' Certificates of not lower grade than Secondary. The drawing master should hold a Technical Teachers' Certificate in drawing of not lower than the intermediate grade. The gymnastic instructor shall hold a Gymnastic Teachers' Certificate. 25. The character of the certificate which should be held by the teachers is governed by the above rules, but recognition may be withheld or withdrawn unless the individual teachers fully satisfy the department as to their capability to teach the several subjects allotted to them and the staff as a whole is considered suitable." The concessions in favour of members of the Society of Jesus,

the Mill Hill Society and the Foreign Missions Society of Paris are still allowed but with a modification, however: we now find 'may be ranked' wherever 'shall be ranked' occurred before. The qualifying term 'ordinarily' in Rule 23 is intended, one may hope, to cover the cases of (1) F.A. and Lower Secondary Trained Teachers, (2) of men holding the old Untrained Teachers' Certificates, (3) of teachers holding Approved Service Certificates (4) men with no professional qualifications; and possibly it may be extended to cover the qualifications necessary in teachers of the lowest standards in a full Secondary School. It is disquieting to find that the status of the first three of the above mentioned classes of teachers has not been definitely specified; it will be well if their certificates be recalled and replaced by fresh ones of the new denominations. It may not be out of place to point out here that in the forms of application for the recognition of Secondary and of Special Schools, the old column, "Highest grade of untrained teachers' certificate and year" is still retained. Rule 25 is a new one and many will think it to be extremely rigorous; but its vagueness and elasticity may be welcome in particular cases. The new power accorded to the Director regarding non-employment of teachers in certain cases need not flutter any heart, as the necessity for exercising it will be very rare. There must be a regular teacher for every class or section of a class and the maximum strength of a class or a section is without any exception to be 40. The Headmaster, except in complete Secondary Schools with only the Fourth Class as its highest, will not be considered a class-master. This is a decided gain to the cause of discipline and sound education, as the multifarious duties that generally fall on the

devoted head of that personage will now receive their due share of attention. There is nothing in the Rules, however, to prevent him from regularly taking a subject or two in any class. Considering the importance attached to "Teaching Staff," it is inexplicable why the notification requiring managers to report changes in the staff still remains outside the covers of the Educational Rules. Not even the prescribed form is given.

The rules about site, plan, accommodation, dimensions, sanitary inspection of school-buildings, over-crowding of class-rooms, latrine, discipline (shoes in plague-infected areas included) furniture, apparatus, appliances and library, remain unaltered with this exception, that the old list of chemicals and chemical and physical apparatus disappears altogether.

And now we come to the important section relating to new admissions and transfer-certificates. The spirit of the "hints and suggestions" about promotions in general and also the Director's proceedings on promotions in the second term and on admission of new pupils, are embodied in certain additions to the rules. Promotions will henceforth be, as they ought to be, rigorous and continued undue laxity in this important matter is threatened with partial withdrawal of recognition. But what is "undue laxity"? Who is to gauge the extent of this laxity? There is an interesting innovation also: "It shall be permissible for a pupil in any class to study any particular subject or subjects along with the pupils of any higher class at the discretion of the Headmaster, but for all other purposes of these rules he shall be considered as belonging to the lowest class in which he is studying." One of the

Madras newspapers was some time ago led into making some laudatory remarks on the sections of the rules relating to School-buildings and to the Transfer-certificates, on the supposition that they were new ones; but as a matter of fact there is no change whatever, excepting the omissions of the portions relating to Primary Schools. It is a pity that some of the orders passed by the Director in his Proceedings, No. 12001 of 1898 and 4547 of 1899 about the interpretation of the term "good and sufficient reason," about a recognised school wilfully delaying the issue of a leaving-certificate etc., do not find a place here. As in European Schools, the inclusion of a rule to the effect that no Transfer-certificate is valid unless it is in the prescribed form and a column for 'conduct' in the Transfer-certificate (in the case of one issued to a pupil of the IV, V or VI Form) are much to be desired. In view of the impossibility of "forthwith" issuing a Transfer-certificate when application for it is received "in the interval between two terms," that is, when the school is in recess, a modification in the wording might have also been made. When dealing with the transfer of pupils from Elementary to Secondary Schools, the G. O. states that Rules 44 and 47 make provision for these cases. Reference to Rule 44 is disappointing; it indeed seems to be out of place, as that rule deals entirely with the transfer of boys from one Secondary School to another Secondary School and speaks only of the Transfer-certificate issued by this kind of school. Is it intended that a pupil of an Elementary School also should produce a Transfer-certificate for admission to a Secondary School? His Headmaster is nowhere enjoined to issue such a certificate and may, therefore, decline to grant one. Rule 47 (2) as it stands, would lead one to conclude that it

refers not only to students who have received only home education but also to those coming from unrecognised schools; but the G. O. definitely states that these latter schools fall under Clause (5). To avoid any doubt, Clauses (2) and (5) should be made a little more clear and definite. No mention is made in the rules concerning the course to be adopted in the case of pupils coming from a European School. It so happens that when parents or guardians are transferred from one place to another, these pupils have no course left but to seek admission into the Anglo-vernacular schools of their new stations. Properly, they should come under Rule 47 (1).

Individual classes are, as before, to be separately recognised. The paragraph dealing with the continuance of the privileges of recognition so long as the conditions are fulfilled, has been omitted, as it is included by implication in the immediately following rule; which, by the addition of the words 'or class' wherever only 'school' occurred before, has now been made to cover the case of the recognition of individual classes as distinct from the recognition of the school as a whole. An addition under this section is Rule 65, which runs thus:—"If a recognised school ceases to exist or is transferred to a different locality or different managing body, its recognition lapses and for the purpose of future recognition it shall be treated as a new school." This was of course, fully observed before as an unwritten law.

As everybody is now aware, there is to be no permanent course of studies. This is in conformity with the reform suggested by the Resolution on the Indian Educational Policy that Instruction should not be confined "within the rigid framework of prescribed courses." For the present, the courses for Secondary Schools for boys are those laid

down in the Fourth Edition of the Rules but other courses "may be prescribed from time to time." As mentioned in connection with the Elementary School Leaving-certificate, a scheme of studies for Elementary Schools and a course of instruction for Secondary Schools are now being prepared and will be another instalment of the piecemeal legislation which will not come to a complete form until the scheme of the School Final Examination is finally settled. There is a passion for the learning of English in Southern India and it will be no pleasant news to be told that whereas the old rules "strongly advised" Managers of Schools to adopt the Vernacular as a medium of instruction up to and including the Third Form, now they have no such option but "should, unless they have obtained the permission of the Inspector to do otherwise, adopt the Vernacular for this purpose." In this particular, again, the new rules have only followed the prescription of the Government of India Notification. "The line of division between the use of the Vernacular and of English as a medium of instruction should broadly speaking, be drawn at a minimum age of thirteen." English may be taught as before from the third class upwards, for the teaching of English as a language and the using of it as a medium of instruction are two distinct matters. As regards Text-books, Secondary Schools are happily free from that stringent restriction which enjoins that unapproved books may not even be brought within the premises of an Elementary School.

Considering the immense importance attached to the fee-income of a school as the chief factor deciding the amount of grant obtainable under the new system, it will be certainly a consolation to managers that the standard rates of ordinary fees have not been increased in any case. They must make a

note, however, of the restraint placed on them in that they cannot permit "any method of payment other than that prescribed in these rules. A scale of entrance fees is given but the rates and levy of all special fees are left to the option of the Manager. In the lower classes (i.e., the old Primary department) fees must be paid in four equal and not monthly instalments. The famous Notification No. 89 of the 10th August 1892, regarding the fees of Muhammadans and pupils of the backward classes has been incorporated in the present edition.

Coming to Registers, we see that three new ones have been prescribed, viz., a Library Register, a Register of Scholarships (the form is given) and a Cash-book showing all receipts and expenditure. A Visitors' Book should also be kept. The Term-fee Register, under the old rules, applied only to schools under public management; it must now be maintained in all Secondary Schools. The columns for fees and date of payment in the Attendance Register have therefore been done away with; so also has the column for 'conduct.' In the directions for keeping the Attendance Register a method of calculating the 'average number on roll during the month' is still wanting. The form of the Term-fee Register has undergone some slight changes; as it does not apply to Elementary Schools but solely to Secondary Schools, there are columns for four instalments only instead of six; separate columns have been provided for Entrance Fees, for Special Fees and for Fines. No credit need be allowed for payments in the school from which a pupil has come in the middle of a term and there is no requirement that each class-section of the Register should be signed by the Headmaster at the close of the term in token of the correctness of the entries.

The Fourth Edition introduced last year a

regulation about the date of birth of a pupil, and the unreasonable amount of responsibility it threw on a Headmaster was looked upon as a nuisance; and now it is again stated that when receiving the prescribed application for admission into a school "satisfactory evidence in regard to date of birth must be insisted upon." What is 'satisfactory evidence'? Why should any evidence be demanded beyond the parent's declaration of the date? The Headmaster is, no doubt, a *magister* but is he a magistrate as well? The instructions given in the D. P. I.'s Age Census Circular concerning the procedure to be adopted when the day of the month or the month of the year cannot be ascertained, should have been incorporated in the new editions. In the Form of the Transfer-certificate two items have been omitted, viz.:—10. Highest examination passed and date of passing the same. 11. Last standard examination for which grant was paid. (a), (b)." As pointed out before, a column for "conduct" might have been advantageously added; for convenience of easy reference one should also wish provision were made for the insertion of the serial number of the Transfer-certificate and the admission number of the pupil in the school he is transferred from. In a Transfer-certificate issued by a school in the Straits Settlements the writer found three new items, viz., conduct, attendance and general progress, which are indeed very desirable points on which to have information. In the Admission Register the meaningless column, "Highest examination passed and date of passing," has been replaced by "Whether an Elementary School-leaving certificate was produced on admission."

We have done with the Rules for Secondary Schools for boys. Coming to Secondary

Schools for girls, it is a comfort to note the latitude allowed in the matters of Teachers' certificates and the course of instruction; Inspectresses have practically as before great discretionary power, it being left to them to decide upon the particular requirements of particular schools. It may be well to give here the rules themselves. "The Headmistress and other teachers shall possess trained teachers' certificates or shall, after having taught under the special observation of the Inspectress, have been declared by her in writing to be qualified to teach any particular class or subject. The grade of teachers' certificate necessary shall be laid down by the Inspectress. Recognition may be withdrawn unless the Inspectress is satisfied with the qualifications and teaching of the staff at each inspection..... The courses of instruction shall be laid down in consultation with the Inspectress and shall be approved by her." These rules partake of the elastic and vague nature of the rules for Elementary Schools, but there is less danger of misapplication. It is certainly a matter for regret that the principle of admitting girls' schools to a more generous treatment stops here and is not extended to the assessment of teaching grants also.

SPECIAL SCHOOLS.

Chapter V deals with Regulations for Special Schools. These, as in the Grant-in-Aid Code, have been placed under the protecting wings of the Director himself. It only remains to say that the concluding chapters re Training Schools and Teachers' Certificates re Training Schools and Teachers' Certificates are practically the same as those in the Fourth Edition, with the important exception that there will be henceforth only three kinds of General Teachers' Certificates—Collegiate trained, Secondary trained,

and Elementary trained. It will be remembered that under the old system there were five grades of Trained Teachers' Certificates; five grades of Untrained Teachers' Certificates, and six grades of Approved Service Certificates, i.e., sixteen kinds in all (with a strange inconsistency, the new Grant-in-Aid Code still speaks of the five older grades in Chapter VII.) Having regard to the new importance attached to Secondary Grade Teachers, it is not clear why the period of their training also has not been extended to two years as required by the Government of India. From the notices inserted in the *Fort St. George Gazette* of the 25th September by the Inspector of Training Schools, it is observed that the Department is not bent upon giving an immediate effect to all the new changes in this particular point. For detailed information the reader must be referred to the above notice and also to the notices in the same issue by the Principal of the Teachers' College and the Superintendent of the Presidency Training School for Mistresses, it is curious that there is no reference in the Rules to the F.A. Examination except indirectly in the list of stipendiaries in Training Schools. First Arts men are referred to as "Stipendiaries of higher qualifications than Matriculates." They are henceforth to be trained along with Matriculates and not separately. Only those who have studied up to the Seventh Standard are to be admitted as Elementary grade pupils in Training Schools, so far as men are concerned.

The appendices of "Hints and Suggestions" have been omitted in the Fifth Edition. They were really helpful in many particulars and one may hope that they will make their appearance in a revised and better form when the new schemes of studies are published. But the fact that they have not the force

of Rules and are not binding on Managers should not be lost sight of.

There is an augmentation of the power of the Inspector but not to any enormous extent as in the case of Elementary Schools. Rules 40, 41 (2), (5), 56 and 68 specify the occasions on which the Inspector may exercise his new power, and relate chiefly to certain cases of promotion, admission and the language used as a medium of instruction.

CONCLUSION.

Thus this detailed examination of the new Rules shows that they are not without defects and drawbacks and disadvantages but these are mainly of a minor character and can be easily rectified in the course of time. Leaving aside for a moment their bearing on the Grant-in-Aid Code, it must be admitted that they conform to a remarkable degree to the canons laid down by the Government of India and they unmistakably aim at the improvement of not merely the quantity but also the quality of education. That they will press heavily on many an individual school and even on many pupils and teachers cannot be doubted, but education as a whole will be found to thrive lustily in virtue of the new reforms and the country at large will eventually be all the better for them.

ALPHA.

THE EDUCATION OF HINDU GIRLS.

THOUGH Government and my countrymen may be inclined to think that everything has been done to place the education of Hindu girls on a satisfactory basis, it has to be admitted that much remains to be mended in the existing state of things and more to be done if Hindu women are to occupy a tolerably satisfactory position in the common-

wealth of women. Government have been profuse in the appointment of Inspectresses, Assistant Inspectresses and Sub-Assistant Inspectresses to supervise the work of Government and Aided Schools. Even in the recent parsimonious Code, a larger grant is to be given on behalf of girls than for boys. The solicitude of Government to encourage female education may be said to remain unabated. In Tamil, there is a proverb which says, "The blind man is angry as soon as he is left to himself to find his way." We are therefore sorry that the liberal provision made for girls in the old Code does not find a place in the new. I am tempted to ask the question, "Have my countrymen done their duty to their daughters and sisters?" Year after year, the colleges for boys turn out graduates by hundreds, if not by thousands. True, we do not want women graduates in such large numbers. The Hindu woman is by instinct and heredity thoroughly domestic. Centuries may elapse before Hindu women will appear in competition with their brothers in the various avenues of employment. Even in advanced England, the upper classes do not seem to seek employment as in democratic America, where there are lady lawyers, lady professors, lady doctors and lady editors of newspapers, not to mention other walks of life in which they are to be met with in large numbers. India has a lady lawyer in Miss Cornelia Sorabji. Mysore is proud of having produced two Brahman lady graduates. May we therefore presume that before long the number of women lawyers and women graduates is destined to increase? Are there obstacles to this desirable consummation?

Hindu girls are even more precocious than Hindu boys. They have an extraordinary memory. A song has to be sung to them only

once and they will repeat it. Stories, be they never so long, have to be told them only once and they are able to reproduce them. It is true that the mind of the Hindu girl has only to be properly opened and disciplined to make her the compeer of her sisters of the West. There is, however, one great defect in the Hindu girl. She is like an American Indian, who till his fifteenth year makes remarkable progress in his studies and then a strange metamorphosis coming over him, he throws his books into the nearest of the streams or lakes with which his country abounds, and with his gun goes a-hunting like his ancestors, forgetting everything that he learnt at school. Her environment is not favourable to the pursuit of learning at home. In her fourteenth year she is transported to new surroundings where every movement of hers is watched with extraordinary vigilance by a sour-tempered mother-in-law and animadverted on. She is expected always to be doing some domestic business. A daughter-in-law with a book or newspaper in her hand is a sight at which the mother-in-law is sure to fly into a rage. It may be that the day is not far off when a tolerant mother-in-law will encourage the resort by her daughter-in-law to books in preference to idle gossip, in which she is allowed to indulge without let or hindrance. Until such time comes, the work done in our Girls' Schools is labour lost.

Personal influence is the most powerful stimulus to human growth. Are the mistresses employed in Government and Aided Elementary Schools capable of exercising any influence for good over their pupils? To this question, the answer is unfortunately in the negative. Most mistresses are Christian women and it is not possible in the nature of things to expect them to sympathize largely with their pupils whose creed and customs and ways of think-

ing are so different from their own. The women teachers work for their bread. The grand ideal of unfolding the inner nature and of training the character and faculty of their pupils is seldom before the mistresses. Hindu ideals of womanhood are quite different from Christian ideals. An unmarried mistress is an object of distrust to a Hindu girl and a married mistress who neglects her household-work is an object of contempt. It is therefore no wonder that the mistresses, some of whom are well-paid in Government Schools, do not command either the confidence or respect of their pupils or their guardians.

Is the education which the mistresses themselves have received of such a kind as to insure for them the respect of educated men? To this question likewise, the answer is in the negative. The term "accomplished" cannot be applied to any Indian mistress, be she Hindu or Christian. Their knowledge is scrappy in the extreme. They know little of the vernaculars and less of other languages. Their knowledge of the world is meagre. It cannot be otherwise on account of the seclusion in which most of them live. They cannot enter into the feelings of their pupils and offer good advice. They know only the text-books they are teaching and the keys to these text-books which they compel their pupils to commit to memory. The principle that a teacher ought to know much more than her pupil is non-existent in schools officered with Native Christian or Hindu women. As are the teachers, so are the pupils. We cannot gather grapes from thorns or figs from thistles.

The subjects taught differ very little from those taught in Boys' Schools. In prescribing the curricula of studies, the actual needs of Indian women do not appear to have received careful attention. Not one of the books used

in Girls' Schools has the remotest relation to the duties of Hindu women. Girls are made to think that their lives are to be spent in drawing maps, in reducing vulgar fractions to decimals and in singing kindergarten songs. I do not for a moment argue that the dark side of our existence should be placed before young minds. Let the world be painted in as roseate a fashion as you choose, but let the little ones see that behind all the vista of brightness there is a thing like suffering which should be borne with fortitude. If the educational machinery of a country does not provide for such instruction, the machinery had better not be at all.

In education as in other matters the ornamental precedes the useful. There is much of drawing and needle-work. The latter subject deserves special attention in a school for European girls. Two hours a week for needle-work is quite enough. It may be begun in the Third Standard and may cease to be a class lesson in standards above the Fourth. I am afraid I shall be considered heterodox and retrograde if I recommend the excision of drawing from the curriculum of Girls' Schools for Hindus.

Indian music pleases an Indian's ear: English music awakens only idle curiosity. No honest endeavour has been made to assimilate English music with Indian. Vernacular songs with English notation are an abomination, like Indian notes with English words. Yet such is the music that is taught in Girls' Schools. Few mistresses have I come across with a tolerably good voice, though I have had to do with more than forty of them during a period of three years.

Has the education of girls that has now been in vogue for more than forty years produced any salutary change in the homes of the Hindus? Have wives become less fond

of jewels and more sympathetic towards their husbands? Have women learnt to conduct their domestic affairs more economically than before? Are the mothers acquainted with the best methods of bringing up children in the right way and can they be left to look after children in ill-health? Has the knowledge of Hygiene imparted to them in schools enabled the women to keep their premises tidier? Have they understood the *rationale* of the many ceremonies and fasts observed in their household? Have they become the guardian angels of their husbands, encouraging them in their hours of trial and moderating excesses? Have, in a word, the pigheadedness and superstition characteristic of Indian women left them for ever? It will not do to show a thousand women who possess these good qualities and more out of the one hundred millions in India. The higher education which the male population of India has received has not filtered down to the women. The great majority remain where they were centuries ago. The male sex is in a transition stage socially, morally and politically but the weaker sex is more or less stationary.

Let me now proceed to consider the kind of matter that reading-books for girls should contain. The style of the readers should be colloquial—all pedantry should be avoided. Indian girls are specially fond of stories. The most abstruse points in science are beautifully told in the form of stories in English. It was only the other day I was reading a small book by Messrs. Nelson & Sons on "The little folks of other lands." This little gem is both geography and ethnography combined. It is possible to produce books in the vernaculars similar to the publications of the firm mentioned above. A reading-book for Indian girls must contain stories of Indian women who are models for imitation. The lives of

Sita, Draupadi, Savitri, Ahalya Bai, Nurjahan and others ought to find a place in such books. In order to bridge the gulf between the rulers and the ruled, it is necessary that accounts of the lives of Florence Nightingale, Mrs. Gladstone, Lady Peel, Queen Victoria and others should be included. It is thoroughly useless to write extensive accounts of the ostrich, the polar bear, the zebra and other animals which few Indian women will have opportunities of meeting in their lifetime. Pictures of men and animals of other lands may be hung up in schools and the teachers may give oral lessons on them. The cow and the buffalo are the two animals with which most Indian women have to do. A full account of these animals and of the dairy would be more appropriate. Hindu women ought to know the properties of tamarinds, dhall, chillies, pepper and other substances they are daily using. A concise account of the various food grains and of their capacity to sustain the human body in health and vigour ought to find a place in the reading-books in use. In short, biographies of notable women in India and Great Britain, and object-lessons on animals and things with which our women have to do almost every day of their lives, should constitute the matter of the reading books used in Girls' Schools. Such books are yet to come into being.

In Arithmetic, too much time is wasted both in Boys' Schools and Girls' Schools by making the children count forwards and backwards. All that our women want is a knowledge of the four simple and compound rules and the Indian multiplication table called *Enchuradi*. Neither decimals nor vulgar fractions need be taught.

Hygiene and physiology should take the foremost place in the curriculum of studies for Girls' Schools. Advantage should be taken

of these lessons to inform girls of common ailments and their remedies. Maternity and its cares commencing in this country at a much earlier period than in other countries, no greater good can be done by the school than impressing on the students the importance of good health and the means that should be adopted for to maintain the same. The remedies for common ailments may be both European and Native.

Cookery is an art by itself. An exquisite dish prepared and presented by the wife to the husband will go a greater way towards endearing a wife to the husband than all the blandishments of female art. This important branch of instruction does not find a place in the syllabus of Girls' Schools at all. That we Indians shall ever be able to employ cooks in our houses as the Europeans do, is a mere dream. If an Indian woman is to be a drudge, let her be a highly respected drudge on account of her undoubted skill in managing the affairs of her household.

I will not place any interdict on music in Girls' Schools. The compositions of Tyagayya, Dikshitar and Subrahmanya are all devotional, and instruction in these would confer a double benefit on women. Their love for their own gods and heroes would be strengthened which is no small advantage in these days of scepticism and dry-as-dust secular teaching. Hymns in the vernacular composed by the Vaishnavite and Saivite saints may also be taught with their appropriate Ragams. Indian musicians are too fond of permutations and combinations in the recitation of songs. Such mazes of melody need not find a place at all in the school curriculum. At any rate, the mongrel music that the girls are now taught should cease to be heard.

Some authorities suggest co-education of boys and girls. However suitable such a

system may be to the girls in European countries where no definite line of demarcation is drawn between the duties of men and those of women, that system will not do in this country. In Government and Municipal Schools, girls of all castes and creeds and of different degrees of civilization are brought together. The result of this conglomeration does more levelling down than levelling up. This is a very undesirable state of things. The higher caste Hindus—Brahmans, Vellalas, Chetties and Naidus—must have a school for themselves and the girls of the slums should not be allowed to mix with them. There is much in common between one high caste Hindu and another. The same cannot be said of the inhabitants of the slums. It is better to have separate schools for the different classes.

Are Hindu girls to be taught only one language or more? Telugu may be usefully brought up as a second language to help the girls in understanding the meaning of the songs. Telugu contains more Sanskrit words in an un mutilated form than any other South Indian vernacular. A thorough knowledge of Telugu will be of great help in understanding Sanskrit too.

A mother as teacher of religion is a thousand times better than a father, even though he may happen to be a priest. A mother knows the anfractuities of her child much better than the father and can take advantage of a thousand opportunities to instil into the mind of her children lessons of godliness. I therefore maintain that the girls in schools should receive instruction in the elements of religion as well. An ugly mother is a curse whatever her other accomplishments. Provision should be made in the curriculum for religious instruction.

The question as to the agency by which this system of instruction is to be adopted has now to be considered. Is instruction in Girls' Schools to be imparted by men or by women? So long as it is not possible to secure the services of women teachers capable of handling the various subjects detailed above, the work will have to devolve on men. I cannot advocate the appointment of young men as in Boys' Schools. Schoolmasters who have retired or are about to retire, may be put in charge of Girls' Schools. It may be objected that masters who have won laurels in Boys' Schools will consider it beneath their dignity to accept such posts. A retired man is at liberty to think that his duty to his employer is over. During years of strenuous toil he worked for his own benefit. Does there come a time in a man's life when he can say that he has discharged all his duties to his country? "A grateful mind, by owing owes not, at once indebted and discharged," says Milton. A patriotic man can never affirm that he has done everything for his country and that nothing remains to be done. We can never repay the debt we owe to the country that gave us birth. A retired teacher cannot excuse himself by saying that he has done his best for education in his country. As matters now stand, one half the Indian world does not know what the other half does or thinks. This is not creditable to a community that boasts of its civilization and education. It is the duty of educated men to volunteer their services *gratis* in the cause of female education. If they are above teaching women, they do not show the right spirit. Patriotism must manifest itself in elevating the status of mothers, sisters and daughters. The road to economy and happiness lies in making mothers respected by their children, wives respected by their husbands and sisters by

their brothers. A brat of a boy who is groping through his Infant Standard Reader is conscious of his superiority to his mother, simply because the latter is illiterate. It behoves all men interested in the welfare of the country to devise means for educating girls in strict accordance with the needs of the country and the society to which they belong. In this paper I have been compelled to use rather strong language and my excuse is that the circumstances require it. It is not my intention to wound the feelings of the band of good Christian women who have been instrumental in giving the Hindu women the modicum of literacy they possess at present.

K. VENKATARAMA Aiyar.

A FEW HINTS TO L.T. CANDIDATES.

EARLY this year there appeared in the *Review* an article, presumably by a hapless candidate, commenting on the L.T. Practical Examination. Such an article has obviously little value, for a candidate who has failed is rarely without that human infirmity which leads us to find the cause of any failure outside ourselves, and it is, to tell the truth, a matter of surprise that the article should have been permitted to appear.

The object of the present article is in all friendliness to give a few hints that would seem not to be altogether superfluous, if experience of candidates and their ways counts for anything.

The L.T. Practical Examination lasts for but an hour at most. Failure in it prevents any candidate, however well he may have mastered the theory, from taking the Degree. It is therefore highly desirable that every candidate should be at his best during that brief hour. I shall endeavour to point out several ways by which with a little care and

prudence candidates may increase their chances.

Every year it is painfully obvious that a number of men have chosen the teaching profession without having in the slightest degree the capacity for teaching, but my hints are not addressed to these, but to those who are good teachers but spoil their chances for want of 'gumption.'

It is hardly necessary to premise my hints by saying that one lesson has to be given on a passage of Prose or Poetry and a second on Arithmetic, Algebra, Geometry, Physics, Chemistry, History or Geography. Each lesson is not to exceed half an hour in duration, and marks are to be awarded in accordance with a scheme that may be found in the University Calendar—60 is the maximum for skill in questioning, 50 for the use of the Blackboard, 60 for the use of the Vernacular, 30 for Manner, 60 for Language, 50 for general result of the lesson to pupils. This may not, almost certainly is not, an ideal scheme, but it is the scheme by which both examiners and candidates have to go. It would seem therefore to be but common prudence for every candidate to study it with a view to making his lesson derive every possible advantage by conformity to it. Yet every year candidates are found who hardly use the blackboard at all, who never use the vernacular, who rarely put a question. Then, somebody will ask, is a man to be plucked for this? Certainly not, my dear Sir, but obviously if a man can score as many as sixty for skill in questioning, and if he chooses to put no questions, he will clearly have to gain more than average marks under the other headings in order to pass. So that the position amounts to this—a brilliant teacher can pass and pass easily in spite of omission to use the blackboard or to put questions, but in

the case of the average man who just secures a pass, these omissions make a great difference and seriously impair his chances.

My first piece of advice therefore is—study the University Regulations and see that your lesson is calculated to get marks under each heading.

Far more than many candidates seem to realize depends on the choice of a suitable piece in English. Remember that the book or author you so much admire is not necessarily the best for teaching to a class. In fact, as a general principle, *beware of your favourites.*

See that your selection is suitable as regards Subject-matter, Length, and Difficulty.

A candidate handicaps himself terribly when he chooses a radically unsuitable piece.

What, another interruption, my dear Sir? Is a candidate to be plucked merely because he makes a mistake in choosing his piece? Certainly not, my dear Sir; but don't you see that he is needlessly making difficulties for himself? If he cannot drive the meaning into the minds of the boys, if they give up the attempt to understand, and begin to show inattention, all this tells, and ought to tell against a candidate. How far it ought to tell is another question.

(1) *Subject-matter.* Be sure to choose a piece with the matter of which you are familiar. If you take a piece which involves detailed knowledge of foreign scenery, customs, &c., you are likely to betray your ignorance, if you know nothing more than is said in the passage selected. For instance if you select a piece on Alpine scenery—snow and ice are favourite subjects with some, who think they teach English when they talk about these things—if you talk of *glaciers rolling* or tumbling down the mountain side, you show that you have very little real

knowledge. Choose therefore a topic which you really know something about. But avoid the other extreme of selecting a passage which deals with topics as familiar to the class as to yourself. The probability is that such a passage would be treated by the class with the contempt which is said to be the offspring of familiarity. Your main object, of course, is not to convey information but to teach English. But a passage which contains matter neither too familiar on the one hand, nor altogether beyond the student's knowledge on the other, is a passage that will probably be the most helpful to you in teaching English.

(2) *Difficulty.* Fit your passage to the class. Avoid long figurative passages. If you give the Fourth Form a passage of this kind you will have to spend the whole half-hour in attempting to drive home the meaning of a few words. If you succeed, well and good, but you are running a needless risk, when you choose too difficult a passage. Here is a passage from last year's examination: "The whole secret of Mr. Stephenson's success in life was his careful improvement of time, which is the rock out of which fortunes are carved and great characters formed. He believed in genius to the extent that Buffon did when he said that "patience is genius;" or as some other thinker put it, when he defined genius to be the power of making efforts. But he would never have it that he was a genius, or that he had done anything which other men, equally laborious and persevering as himself, could not have accomplished." Who would relish having to teach a High School class such a piece as the above? The figurative passage at the beginning adds to the difficulties—I do not say that all figures are to be avoided, but the above passage is far too difficult, without the figure.

Observe, almost all the nouns are abstract; there are eleven such nouns, and there is nowhere a peg on which to hang the main idea. Therefore as a general rule bear in mind that a passage full of abstract terms is very difficult and unsuitable for our High School Forms.

Another point may be mentioned here. If you choose a difficult passage or a passage referring to quite unfamiliar things, you run the danger of making your introduction too long. It is no uncommon thing for a candidate to take up twenty-five or twenty-eight minutes of the half-hour lesson with his introduction. Either the difficulty of the passage required him to do so, or else he yielded to the fatal temptation to *talk* when he was required to *teach*. Examiners have to judge of candidates as they find them, and when such deplorable lack of judgment as the above is displayed in a lesson which is supposed to be the result of the most careful labour and in which a man would naturally strive to show himself at his best, the inference is that a greater want of judgment or a more irresistible tendency to talk will be shown in the daily work of class-teaching. Therefore strictly proportion the allotted half-hour to the task before you, and avoid mere talk, limiting your introduction to what is absolutely essential.

To linger on the obvious in a test lesson shows a want of judgment that may be reasonably inferred to exist in ordinary class-teaching. I find in my notes that it took a full half-hour to teach, "It was on Friday morning, the 12th of October 1492 that Columbus first beheld the New World. When the day dawned he saw before him a level island, several leagues in extent, and covered with trees like a continual orchard."

At least ten minutes were spent on showing that 'it was' denotes emphasis.

(3) *Length of Passage.* This is a matter of comparatively small importance. It does argue a certain want of judgment to select forty lines of poetry for the lesson and to get through only five. But the fault consists not so much in the choice of forty as in getting through only two or three lines. In fact justification may well be pleaded for the selection of more lines than can be taught, since thus the class may see the whole of an episode, and the necessity of a long introduction may thereby be obviated. But if in half an hour a teacher can get through only two lines, or three lines, he is in a measure to be condemned, for he has chosen too difficult a piece. But as a merely personal opinion, if he has taught these few lines well, and has not wasted time, his error is not of much importance.

I shall now suppose that a piece of adequate length, not too difficult and sufficiently interesting has been selected, and shall proceed to point out the most common and important mistakes. Experience makes it abundantly clear that only a small minority know what teaching English is, and consequently that only a minority get passing marks in the English lesson, the majority of the successful candidates passing by being able to make up for the deficiency of marks in the first lesson by obtaining good marks in the second lesson. Every teacher probably knows in theory that teaching English does not consist in a miserable paraphrase of the passage word by word. Yet this is what almost every teacher attempts to secure. In order to be thorough a candidate very frequently paraphrases a well-known word by giving a long round about phrase. The following is re-

produced from notes taken at the time:—

very soon	immediately
silly	foolish
wily	cunning
flattering	false
words	speech
fitting	flying
buzzing noise—murmuring made by the wing of a fly.	
aloft	above
drew	came
fiercely	rudely

All the above and many more were solemnly written down on the blackboard. And as always happens in these cases, the really important things were left out. The piece in question comprised eight lines of poetry describing the capture of a fly by a spider. "He dragged her up his winding stair into his dismal den." The teacher was so busy in paraphrasing 'words' by 'speech' and so forth, that he altogether omitted to put questions as to the meaning in the above of *stair* and *den*. The greatest task that has to be performed in High Schools in the eradication of the prevalent idea that the treatment of a passage in the manner described above is teaching English. Our teachers need to give less attention to single words and more to words in combination.

Be careful that you yourself know the passage. It not unfrequently happens that in eliciting information by questioning, the teacher put aside a correct answer and writes on the blackboard what is manifestly incorrect. Then one of two things happens. The class will silently accept the mistaken rendering or statement, but will of course largely lose interest in the remaining part of the lesson, or else some bold spirit, partly in his love of truth, partly to annoy the strange teacher, gets up an argument which

leads to a waste of time and a hope less break-down in the lesson. As an example, 'shoot straight' was explained as 'shoot immediately.' By some strange infatuation candidates will persist in choosing passages with difficult words which they do not know how to pronounce. If there is a Greek proper name or a French word, so much the better, many candidates think, and pronounce them wrongly again and again, with all the assurance in the world. There was a gentleman once, quite ignorant of French, who was addicted to the use of French phrases and who—but that is another story. Why should candidates go out of their way to create unfavourable impressions? For it must be no difficult task to get competent guidance on these points. A little self-confidence may spoil all the preparation of a year.

It ought not to be necessary to utter a warning against showing off, against dragging in recondite matter more suitable for a B.A. class than a High School form. In my opinion, derivations from Latin, a language unknown by the great majority of candidates and High School boys are unnecessary in a lesson of this kind. The time given to them might be better employed.

Let me now consider the second lesson to be given by each candidate. It may be a lesson in Geography or History; Algebra, Geometry or Arithmetic; Physics or Chemistry. In the Geography lesson the map is usually well drawn, and the blackboard made free use of. There is a tendency to get from the class a list of rivers, a list of towns, a list of products, etc., which shows that in the candidate's opinion, Geography consists of a huge number of unrelated facts. It would be much better to take one definite subject and work it out thoroughly. The History lesson frequently resolves itself into vague talk, no lesson is

driven home and the blackboard is not always used to the best advantage. These who give a mathematical lesson can rarely go seriously wrong. The mistake is sometimes made of giving a lesson far below the standard of the class, or of devoting the full half-hour to a comparatively unimportant point, that occupies but a few minutes. The rest of the time is given to 'examples.' In Geometry the analysis of the problem is the all-important point and is often exceedingly well done. The class is made to give the analysis, and is greatly interested. Failure to adopt this method in favour of the shorter method of telling the class every thing deserves a severe penalty, as thereby the Geometry lesson is made of no value. Candidates who have to give a Physics or Chemistry lesson would do well to test their apparatus beforehand. More than once the writer has seen a candidate spend the whole of his half-hour in vain attempts to make his apparatus work. One felt very sorry, but if a man will not test his apparatus on such a specially important occasion as this, is he likely to bother much about his experiments in ordinary school work? Teachers of science need to remember that the successful demonstration of a few facts experimentally is not science teaching. The facts should be interrelated and a definite conclusion driven home. Questioning and the blackboard should not be neglected, as they often are in such lessons.

We conclude these hints by one on questioning. In every class there are exceptionally stupid boys. How they get there it is not our business just now to enquire. By a strange fatality the unhappy candidate seems intuitively to single these out as special objects of his questioning. If he is wise, he will not return to them but leave them alone. It would be a mistake of course in ordinary class teaching

to confine himself to those who are obviously the brightest, *but for the purposes of the L.T. practical*, the impenetrably stupid boy should be left alone. The writer has seen with pain the honest enthusiastic candidate fasten on such a boy and ply him with question after question, illustration upon illustration, in vain, while the time rapidly slipped by, and nothing was accomplished. We longed to say, 'leave him alone, you are not responsible for his education; go to the next boy.' If the teacher persists, he gets worried and is apt to lose his temper. So our concluding advice is, 'If you discover in your first round of questions densely stupid boys pass them over for the rest of the lesson or at least don't, in your determination to elicit an answer, hammer away at them; you are losing valuable time.'

W. E. HOARE.

COLLEGE REPORTS.

I. THE MEDICAL COLLEGE, MADRAS.

The Report which is written by Lieut.-Col. W. B. Browning was submitted by Major Crawford. Each acted as Principal for part of the year under notice. A long list of changes in the staff is given. Major Simpson, Professor of Midwifery died on the 19th March. Captain V. J. Staggs retired in the same month after a total service of thirty-seven years, twenty-two of which were spent in the College: "He has always done his work in a very thorough manner and his courteous manners and freedom from partiality made him respected by the whole College staff, whose good wishes he carries with him on his well-earned retirement." There were 359 students on the rolls, practically the same as in the previous year. Of these 97 were M.B. students, 65 L.M.S., 80 Apothe-

cary, 9 Chemist and Druggist, 54 Sanitary Inspectors, and 15 Hospital Assistants sent for post-collegiate training under a recent G.O. Thus 201 students attended in the College Department as against 191 in the preceding year. The total percentage of passes in University Examinations was 58.5 compared with 48.1 in 1905, though there was a serious decline in the Final M.B. passes from 46 to 32 per cent. The figures in the Final L.M.S. and Second M.B. showed a very considerable improvement. In the Apothecary Department there were in all 80 students as against 116, a decrease that was chiefly owing to the smaller number of military pupils recruited. In the Chemist and Druggist class there were 9 students. "The class as a whole showed little progress. Three students lost their attendance certificates through incompetency and two left without assigning any reason." Of the new scheme for giving a six months post-collegiate training to Hospital Assistants it is said that it has proved a distinct success and will, it is believed prove a permanent arrangement. Of the total of 359 students, 91 were Europeans or Eurasians, 50 Native Christians, 118 Brahmans (all males), 90 non-Brahman Hindus, 8 Muhammadans and 2 Parsees. Of the students twenty-nine were women, and of these twenty-three were Europeans or Eurasians, four were Native Christians, and two were non-Brahmin Hindus. Eight held Dufferin Scholarships. There were close on 4800 books in the Library and 2100 specimens in the Museum.

The Receipts amounted to a little over Rs. 28,000, the expenditure to close on Rs. 1,80,000. "The students of this College live in all sorts and conditions of places, and once outside the college precincts are subject to no control, moral or otherwise. Their time is wasted in many ways and on the whole the

most crying want of this College is a hostel or boarding house with a Resident Principal, and until this is provided medical education in Madras is handicapped." The Acting Surgeon-General considers the report very satisfactory. The Director intimates that the establishment of a hostel in connection with the College is under consideration, while the Acting Secretary to Government states that the plans and estimates for the new Physiological and Hygiene Laboratories are now under consideration.

II. THE SCHOOL OF ARTS, MADRAS.

There were 449 pupils on the rolls as compared with 385 the previous year. The increase was almost entirely in the Pre-elementary class. "The applicants to join this class are so numerous that it frequently becomes necessary to close it for a time to further admissions. As stated in previous reports, the majority of boys joining this class do so with very indefinite views and leave after a short stay in it." All pupils in the Drawing classes with the exception of ten who are specially exempted, pay fees which amounted to close on Rs. 4,300. In our last issue we referred to the desirability of holding evening classes in this city. It is disappointing to find that while the evening classes were continued as usual throughout the year, the number on the rolls fell from 18 the previous year to 9, while the average attendance was only six. In the Industrial classes there were 115 paid and 101 unpaid apprentices on the rolls as compared with 106 and 127 the previous year. General educational classes are held in which the teaching is confined to English conversation: 40 apprentices attended these classes. Of the 449 students on the rolls of the Drawing classes, only 53 have passed an examination in general education. Two hundred and twenty candidates appeared for the various Drawing branches of the Government Technical Examinations, the percentage of passes

rising from 54 to 74. The Acting Superintendent remarks that "if these examinations are considered in any way a test of the usefulness of the School, the results must be considered satisfactory. The only subject in which the results are very bad is Geometrical Drawing, Elementary Grade, in which only two out of twenty-four candidates passed, but as explained in former reports, these results are not surprising when the greater number of candidates are unacquainted with the language in which the question paper is written." We infer from this remark and from others that the Drawing classes, though useful in their way, are out of place in the School of Arts and check its progress. 47 candidates appeared from the Industrial classes for the Technical Examinations and 38 passed: 8 out of 11 candidates passed the Technical Teachers' Certificate Examination. Valuable work was turned out in the Wood-work, Metal-work and Carpet Weaving Departments, especially in the first. Unfortunately the provision in the Budget for wages was reduced to Rs. 2,000 for all departments, with the effect that the Wood Carving Department was practically closed, and almost all the artisans of this and other industrial departments had to be dismissed. Consequently valuable orders had to be refused. We are glad to note that aluminium shuttles were again in demand by village weavers, but want of funds and other causes will prevent any more being made. Useful additions were made to the furniture, and the library is well housed, but the great need of the latter is a librarian.

In conclusion the Acting Superintendent remarks, "The Drawing or Art classes were conducted as usual by the Assistant Superintendent with an inadequate and poorly paid staff of teachers whose time was entirely taken up in preparing pupils for the various Government Technical Examinations. Almost all the teachers of these classes leave the

school at 9 A.M. and work elsewhere for the rest of the day to supplement the small pay, Rs. 15 monthly, they receive in the school. They have, in the School of Arts, no prospect of advancement; their appointments are temporary and have to be sanctioned year by year. It is now twelve years since this system was introduced and year by year application has to be made for the retention of these teachers. Under these unsatisfactory conditions it is not surprising that some of them lack enthusiasm for the work. As soon as a pupil in these classes passes the Advanced examination, to which end all his efforts have been directed, his stipend is withdrawn, and he leaves the school. The more expert and industrious a pupil is, the sooner he passes the examination and the sooner his stipend is withheld. There is little or no opportunity for pupils to go through other than stereotyped studies for the examination, and after passing it, they stand a poor chance of gaining a livelihood except as drawing-masters, and even as drawing-masters their prospects cannot be considered brilliant, when the pay of the majority of the teachers in the Drawing classes of the School of Arts is Rs. 15 per month."

There were 449 students on the rolls on the 31st of March, of whom 283 were in the pre-Elementary Division, 80 in the Elementary, 83 in the Group Certificate Division, 39 in the Advanced Division, and 14 in the Special Painting Class. Of 216 in the Industrial classes, 70 were taking up wood-work, 45 engraving, 47 lacquer-work, 30 metal-work, 12 modelling, 7 jeweller's work and 5 carpet-weaving. 354 of the 449 students were non-Brahman Hindus, 35 Native Christians, 19 Europeans and Eurasians, 18 Muhammadans, 18 Brahmans and 5 Panchamas. Four were B.A.'s, 3 F.A.'s, 7 Matriculates, 18 had passed the Lower Secondary, 21 the Primary and 396 were unpassed. Of the 216 pupils in the

Industrial classes, 84 represented the artisan class, 21 the official class, 29 the trader class, 48 the petty official class, 23 the landholding class and 11 the day labour class. The cost to Government was Rs. 27,355, as regards the School of Art proper and nearly Rs. 6,000 on account of the Industrial Department. Mr. Chatterton in forwarding the report remarks; "I consider that Mr. Brand has carried on the work of the School of Arts in a very able and efficient manner, and I am indebted to him for valuable assistance in working out the details connected with the equipment of the chrome-tanning and weaving departments." The Director says that "a considerable amount of good work was done in spite of the disadvantages under which the school laboured. The organization is admittedly defective but it is hoped that in the near future it will be possible to effect the necessary improvements." The Secretary to Government remarks that the proposals submitted by the Director of Public Instruction for recognizing the school are still under the consideration of Government.

III. GOVERNMENT SCHOOL OF COMMERCE, CALICUT.

The School has two sections, English and Vernacular. In the former, instruction was imparted during the year in all the six commercial subjects up to the highest grade in each, and students were prepared for the diploma and group certificates in each. Special attention was paid to English composition and handwriting. In the Vernacular Section the syllabus was revised during the year so as to make the instruction given more comprehensive and more practically useful. The following subjects were all taught in the vernacular and adapted to the requirements of native traders:—Commercial Arithmetic, Book-keeping, Commercial Practice and Commercial Geography. This is exceedingly interesting.

It is held by some that certain subjects cannot be taught in the vernacular and if such a subject as Book-keeping can be successfully taught in the vernacular, we should say that any subject could be so taught. The strength on the 31st December 1905 was 171 as against 166 the preceding year. Of the 122 students in the English Section, 69 were Brahmans, 41 non-Brahman Hindus, 9 were Native Christians, while there was one Eurasian, and one Muhammadan. One was a B.A., two had passed the F.A., 24 the Matriculation, 40 had passed the Lower Secondary, and 55 had not passed any general educational test. Nine were employed in private offices, 17 were Government officials, two were teachers, 27 were students from other schools. For their convenience certain classes were divided into a Morning and Evening section. The rest, 67 in number, were full time students in the School of Commerce. The youngest student was 13 years old, and the oldest 34 years.

Of the 49 students in the Vernacular Section 27 were Mapillas and indeed the section was primarily intended for this class. Eleven were Brahmans, 3 were Nayars, and 8 Tiyyas. The age in this section ranged from eleven to thirty-eight. One of them was a landholder, six were traders, four were clerks, 25 were students from other schools and 13 were not employed. That the section is appreciated by the trading classes is shown by the fact that 19 students represented the Trader-class. Six represented the Landholding-class, eight the Petty Official-class, three the Mercantile Clerk-class, and six the Mendicant-class. In the English Section 63 took Book-keeping, 63 Shorthand, 58 the Theory and Practice of Commerce, 55 Type-writing, 30 Commercial Geography, and 26 Banking. Preparation for the Elementary examination is arranged only in the case of Shorthand and Type-writing. Students are prepared for the Intermediate Examination at the end of the first year's

course in all the other subjects. There was no class for the Advanced Grade in Type-writing and Banking. Eighty-seven students sat for the Government Technical Examinations in April 1905, and fifty passed, a percentage of 57.5. The results in all subjects except Short-hand are considered very satisfactory, the percentage of passes in each grade of every one of the subjects being much higher than that for the Presidency. "Another satisfactory feature in the examination results of the year was that three students qualified for the Diploma-certificate in Commerce and one for the Group-certificate in Commercial Practice, while two students qualified for Government Scholarships. In no previous year have so many students qualified for the Diploma-certificate in Commerce and for Scholarships. It is also worthy of note that this school sent up six per cent. of the candidates in the Presidency for the Advanced Examinations, thereby showing that this institution devotes more attention to the preparation of students for the higher grades of commercial subjects and contributes the largest proportion of the candidates appearing for the higher grade tests in the Presidency." At the prize distribution, the prizes were contributed by the leading firms and gentlemen of Calicut, a proof that this school enjoys the confidence of the mercantile community.

Students trained in the school as shorthand writers, typists, accountants, &c., are to be found not merely in Malabar but even so far afield as Madras, Bombay, Hyderabad, Rangoon. Eighteen students secured suitable employment during the year. The employers of former students were asked by circular to state their opinion of the training given. The replies were generally favourable. The fees amounted to Rs. 2,233, a considerable increase on those of the previous year. The fee-income has quadrupled since 1899. The net charges amounted to Rs. 2,530. The Director of Public

Instruction in his Proceedings remarks that he is pleased to find that the school is gaining in popularity and that its usefulness is receiving wider recognition in the Mercantile world.

PERSONALITY IN TEACHING.

IT is admitted on all hands that personality is an important factor contributing in no small measure to success in life; no less is it so in teaching. All great rulers of men owe their unbounded influence over those under them to their lofty and overtowering personality, and no man is expected to be a greater ruler of minds than a teacher. "The master of a set of school boys" may be the expression applied to a teacher by the man in the street. But these boys are the very beings capable of the most innocent feelings or of the most indiscreet and mischievous errors, and requiring for that reason the wisest possible direction. A man without personal qualities can never be a good teacher. An eminent professor used to say that given two men giving the same lesson and adopting the same plan of treatment and mode of questioning, the one with a brighter manner and a bolder utterance is more successful in making a deeper and more favourable impression. No man of experience will hesitate to endorse these remarks. A teacher should, above all, be a master, a great man, a builder of character, one who is feared, loved and respected. Young people are more keenly impulsive and are more readily responsive to feelings than to cold logic. The man who can appeal to their hearts, and move them to pleasure and admiration, can restrain their exuberance of spirits with a word or even a glance, only such a man is fitted to be a teacher. A dull modicum of learning not set off by liveliness, animation and by self-confidence, is like the placid water of a stagnant pool. The flow of

enthusiasm and a conscious superiority can alone remove the impediments that lie thickly strewn in the path of the teacher. Personality in Teaching is thus an important element of success and without it all teaching is dull, "weary, stale, flat and unprofitable."

The elements of an attractive personality are varied and multitudinous. They find a free expression in voice and look, in manner and general appearance. They well up spontaneously like gushing water from the hidden springs of a genial disposition, a well-cultivated mind and a strong and unbending character. Some of them make for grace and sprightliness while others betoken strength of will and purpose. A happy mixture of these will constitute an individuality too strong to be resisted. But an excess in the proportion of any of the ingredients will lead to softness and leniency on the one hand or to stiffness and severity on the other.

A lofty stature often makes an impression of stateliness, of bearing and dignity. Children are impressed with a sense of mass, of height and size, and naturally attach to these possessions a certain degree of elevation of mind and character. Of course an undue development in bulk and height can only provoke good humoured merriment. While so much can be conceded to mere physical proportions, natural charm and dignity of personal appearance even in a man of inferior physique must tell. A high and expressive brow, a symmetrical and well-built figure are charms irresistible in their own way. As there are little yet glorious men in the sphere of politics and war, so are there men of kindred personality and fire in the province of education. The reader can draw upon his experience to verify this point. Again, the lack of physical superiority is often made up for by high mental gifts and attainments. What really counts for success in the long run is mind and character, the

inner worth of the man, although it may be allowed that a tall and erect form highly colours the estimate formed at first-sight.

Of all the lineaments of a man of strong individuality, the eye is capable of the most delicate expression and the most powerful effect. It is the feature in which most appears the peculiar turn of mind a man is gifted with. A certain writer on the "Eyes of famous folk" gives very beautiful word-pictures of the "hawk-eyes" of the soldier and the naturalist, of the inspired, "half burning and half smouldering" eyes of the philosopher, of those of the poet, mild and benignant in expression but also "rolling with the fire of creative thought," and, lastly, of the eyes of statesmen and orators, bright, brilliant and piercing. Now the eyes of a successful teacher will similarly express the glitter of enthusiasm, power and self-confidence, inquiry, disapproval and the sweetness of sympathy. A timid eye which never looks men in the face is an index of incompetence, diffidence and confusion, and does not escape the observation of students. Sleepy and half-closed eyes share a similar fate. The eye should express watchful attention and should take instant notice of what is passing before it. There is not a feeling passing through the mind that does not find an appropriate expression in the eye. In a teacher of strong personality, the eye is an organ of great potency and attraction.

If the subtle language of the eye is too plain to be misunderstood, much more should be the language of articulate speech. All the varying moods of the mind are reflected in the human voice. A tone of self-sufficiency and determination, a note of persuasion, the ring of pleasantry are not without their value. The art of speaking with effect is a great accomplishment and adds not a little to the personal influence of teachers. The blandishment of speech, of stories and anec-

dotes, of power of expression, and pleasant jokes, appeals to the feelings and imagination. The mere ability of expressing common-place sentiments with fluency and grace, sentence following sentence, is in itself so very powerful a weapon that its possession is honoured, admired and idolised. A teacher possessing such a gift combined with a strong character will go far. There are many examples of men of sound scholarship and learning who are able and conscientious but who have enjoyed but a subordinate place in the esteem of their scholars for want of this glibness and grace of speech. They are only dull and prosy plodders in juvenile eyes, with no dazzle and piquancy in what they say. "We are such imaginative creatures," says Emerson, "that nothing so works on the human mind, barbarous or civil, as a beautiful trope." The statement is capable of a pedagogic application. No instruction is received with obedient grace and thankful attention unless it be conveyed in words tinged with the colour of beauty.

The manner of a teacher of substantial personality is bright, cheerful and lively. These are words which are very often heard, but it seems they convey to many no idea at all, or at best, an idea of forced smile and fervid harangue. A bright and cheerful manner is opposed to gloom and despondency, opposed to all outbursts of irritability and sarcastic gibes. It is the outcome of a regulated spirit that avoids all dark and sickly views of things on the one hand and on the other all excess of hilarity. It is the outcome of glowing health, vigorous energy and hearty enjoyment of life. But on the other hand too easy a flow of spirits and undue gaiety, of manner militate against that natural calm and dignity, that reserve of appearance and seriousness of mien which are indices of a strong and superior character. At the other extreme, a melancholy temperament can take

no interest in things, can never be pleased, never give hope or encouragement, has no patience for the errors and waywardness of youthful ignorance, but launches into a tirade of abusive and wounding vituperation. A good teacher avoids both these extremes; he is neither sad nor gay, is natural and dignified, hopeful and patient, soft in words, ready to cheer and woo the sinking heart to confidence. He is at the same time not incapable of just indignation at offences deserving his severe displeasure and strong disapprobation. Such a teacher is also stamped with the hallmark of a certain degree of liveliness of action. His questions follow in quick succession and are quickly answered. His explanations and descriptions are not marked by awkward pauses due to want of thought or expression. He is listened to with knitted brow and earnest attention. At no time are the students unemployed; his class is therefore a scene of busy, bright faces beaming with such joy of discovery and understanding, as will do good to any man's heart to behold. Now such an effect as this is possible only in the case of an earnest teacher, and earnestness of manner is a distinctive mark of all teachers of sincerity of purpose and character. A man of enthusiasm forgets himself; his private troubles and sorrows have no power to quench the fire of his activity. Heart and soul he throws himself into his work; he knows no moment of depression; not a victim to blue spirits he, not a weakling to be awed by neglect and contempt, by cold greetings and lack of regard for worth. Duty and contentment are his sole guides. Forward for ever is the impassioned cry! Forward for ever on the path of love and labour, achieving and conquering, through difficulties and poverty, gathering fresh treasures from nature and books, unravelling the mysteries of the mind with study and observation, adapting and fitting himself to be a perfect instru-

ment for the accomplishment of the end for which he was sent into the world. Let no man who measures his toil by the silver he gets become a teacher. Such profane and mercenary spirits do not possess the right qualities for a teacher. Brilliant talents, bewitching manners and shrewd perceptions have no power in themselves to achieve anything.

Men of humbler powers touched with the purer fire of truth and enthusiasm can rarely be without fruit. Earnestness should, therefore, be a teacher's watchword. It embraces all the best methods of teaching, all the best methods of discipline, it covers all defects with a mantle of sincerity. When has truth proved a sham and pretence? When has it shirked duty and work, and failed to produce conviction and confidence?

Every teacher of personality must also have an element "of self-sufficiency" in his manner. This is partly the result of natural gifts and partly the result of earnest efforts which train and bend them to your purpose. One who has no confidence in himself will not create confidence in others. We should believe in ourselves in order to be believed in by others. This does not imply that the teacher should delude himself into the notion that he is a capital man, an idea which may not be true, or that he should give himself airs of superior wisdom and ability, an attitude in which he will not be long allowed to continue. On the other hand he must see that the ground he stands on is sound and firm, he must examine himself rigorously day after day, find out his defects and drawbacks, and weed them out with early application and vigilance. He must make himself thoroughly competent to do his work, master all the facts, elaborate the plan of treatment, and mode of procedure. These preliminary efforts give him strength, ease and freedom and a bold and fearless manner, compelling conviction

on the part of his hearers. A teacher should be free from confusion and hesitancy, and should be ever prepared to meet any crisis which may at any time arise to test his sufficiency. Conscious of his own superiority he can bring to bear upon obstinacy and disobedience all the resources of his energy and judgment. His look, manner and voice, all alike, indicate the firm and indomitable resolve to conquer and tame the rudeness of undisciplined nature. Such strength of will and dignity of manner are only possible through the consciousness of superior powers and attainments.

If firmness and self-possession are the appropriate marks of a real master and ruler, love and sympathy are also needed to smooth and round off the ruggedness of these qualities. We must freely give ourselves to others before we exact submission to our will. Perfect sympathy with all the legitimate aspirations of students, thorough identification of self with all their best interests, are necessary. A teacher must ever be helping and encouraging them, bearing patiently with all the vagaries of unthinking youth, watching them with eyes of tender affection, rejoicing in their joys and regretting their losses. Only thus can he unlock the springs of their hearts, read aright their motives and establish that empire over their feelings and actions which can give him power to mould their character. To him their strength and weakness, their difficulties, their appreciation, what is intelligible to them, what is above their understanding, what persuades them, what makes them obstinate, are no secrets. This is made possible by the gift of sympathetic imagination possessed by the teacher. He has got into the very ways of thinking and viewing things natural to his students. By virtue of love and sympathy he has come down to their level and approached them as one of themselves.

Last of all, a teacher of personality has a certain amount of tact, prudence or common sense. Tact has been defined as the power of doing the right thing at the right moment. It is the outcome of right perception and a correct interpretation of the forces moving around us. We must take things as they are and try to alter them by conforming to the laws of their being. A teacher has to bear this in mind and has to be politic. Indulging a vein of general hostility should, as far as possible, be avoided. It is after all the public opinion of the class that makes or mars a teacher's name. Efforts should be made to educate this opinion by reason, advice and persuasion. Within certain limits, students should be made to convince themselves of the usefulness of a new measure or reform. Before enforcing drastic measures of any kind it must be considered how far the support of superior authorities may be counted upon. We must show to those in authority above us that we are possessed of a certain amount of respect for level-headedness and practical commonsense. Without a prudent accommodation to his surroundings, no man can achieve any measure of success. At times he may have to observe a judicious silence. Instead of finding fault with his students for every silly mistake, he must seek to impress them with a sense of the value of perfection in work and try to enlist their affections on his side. At the same time he should never be timid. There is a latent sense of order and good behaviour in students themselves. This is due to the influence of society and of home training. Whenever this sense of propriety is consciously violated, the teacher must know how far to go in his dealings with his pupils. He should never yield to their persistent importunities which they often employ to secure a mischievous triumph. The quality of being tactful and prudent is, as has already been observed, natural and

spontaneous. It depends upon correct perception and accurate judgment. A teacher should seek to improve his natural gifts by watching the effects of his action and behaviour.

M. A. ANANTA AIYAR.

EUROPEAN SCHOOLS.

IN our November Number we printed extracts from the Reports by Inspecting Officers on European Schools and said that we would defer our comments. It must be understood that the present remarks are personal expressions of opinion and must not be taken as reflecting the views of any body of managers or as committing any Institution to a definite line of policy.

The Report of the Acting Inspector of European Schools emphasizes the remarks made by his predecessor as to the disastrous overlapping that exists in places. This overlapping is due to religion. The Church of England desires, and very naturally desires, to maintain its own schools. The Roman Catholic Church naturally desires to conduct schools in which the children of Roman Catholics may be educated in a Roman Catholic atmosphere. The majority of European Schools are Church of England or Roman Catholic; of the rest, a considerable number are Railway Schools, and the balance are those belonging to minor religious bodies or non-sectarian. It is clear therefore that as in England, while managers are anxious to give the children a good education, they are in the majority of cases, largely influenced by non-educational considerations. Perhaps the Railway Company is the only managing body that looks to education, pure and simple, as the sole factor in determining their educational policy. Again, it is noteworthy that comparatively few schools are under the direct control of the community for which they exist. The Railway Schools are under

the control of the Agent and Manager, and he again under that of a Board of Directors. The Agent and Manager may not be deeply interested in the education of Railway employees. The Agent of the Madras Railway is known to be an enthusiast in educational matters, but many Agents have displayed no particular desire to make the Railway Schools as perfect as possible. Again, however earnest the Agent may be, he is subject to the control of a Board which has probably no first hand knowledge of local circumstances and may be unwilling to devote any considerable sum to education. In any case the community has no direct voice in the control of these schools, though its wishes may be and perhaps are ascertained. The Church of England and Roman Catholic Schools are usually under the direct management of the clergy. We do not say that they do not take pains to find out the educational requirements of their parishioners, but the fact remains, that the schools are not as a rule under the direct control of the laity. If we are wrong we shall be glad to have the mistake pointed out. It is true that some of the higher grade schools in this class of schools are under a committee, but the committee is not unfrequently largely clerical, and the community as a whole has but little voice in the direction of affairs.

The schools in which the community has any considerable share in the direction are curiously few. This is a great pity, because in the present state of things the community looks to external agencies to shoulder the burden of the schools, gives the schools but little support, and shows but little interest in education. From Bengal and other provinces comes the complaint that European Schools are in a bad way, and that little interest is shown in them. Is not this stagnant condition the natural corollary of the system of management by outsiders that we have sketched above?

By the term outsider we mean to show, no disrespect to those excellent men who give so much time and attention to the schools, but the plain fact is that the average chaplain or Railway manager is an outsider. He did not receive his education in this country, his children will not. His knowledge cannot be as intimate as that of those who were themselves educated, and whose children are being educated in these schools. We are far from inferring that such persons are the only fit persons to manage the schools. On the contrary, these, since their only knowledge of schools is as a rule derived from the school or schools in which they were educated, are not likely to have any wide outlook or a just perception of what is required in these days of progress. The experienced chaplain or the Railway manager with his public school experience as a boy and perhaps in the former case as a master, is more likely than the parent to be a good judge. What we are commenting on is that the domiciled European or Eurasian rarely has any direct voice in the management. When he has a voice, he does not make the best use of his position, and is too apt to follow the lead of stronger men. It is difficult to believe that either here or in England parents or citizens would willingly allow the waste and trouble that arise from overlapping. The layman is not usually a being ready to fight to the death for dogma. In the present educational crisis in England, it is the clergy who lead on both sides. They whip up the laity, it is true. It is also true that there are laymen who on both sides are keen partisans, but where are the masses? Where even are the teachers? We should say, watching the fray with disgust. And there is reason for doubting whether the domiciled European or Eurasian is a party to the present overlapping, which is largely the result of religious differences.

Unless a very wonderful and unexpected

change, of which there are no signs as yet, comes about, this overlapping will continue. If the community could see clearly the resulting waste and inefficiency, one might judge by analogous cases expect it to put its foot down and demand that a satisfactory arrangement become to, but for reasons which need not be gone into it is to be feared that this is a vain expectation. Another party to the present system is Government, which, though fully aware of the waste, continues to give grants, which if not large in themselves, are larger than they need be under a better system. Government has so far shown no sign of uneasiness at having practically to subsidise unnecessary schools. Of course very strong influences are brought to bear in favour of the present state of things, but let us suppose that Government found itself in a position to lay the following proposals before a large assembly of managers and representatives of the domiciled community of the city of X: "Gentlemen, we have gone very carefully into the educational needs of your community with the aid of managers and parents. We have come to the conclusion that of your X schools Y are entirely superfluous, and that whereas your X schools are now hardly able to maintain themselves, much less equip themselves thoroughly on a grant of A rupees from us, a sum of B rupees would suffice to maintain the X—Y schools that are really required. We therefore propose that you should nominate a committee of so many members, and we propose to entrust to this committee the sum of B rupees to be allotted at the discretion of the committee to the European Schools in this city. If you prefer so to allot this money that an excessive number of schools will get each an inadequate grant, that is your affair. But as an encouragement to you to do the right thing, we will, if you reduce the number of schools as we propose, give you the sum of A + C rupees as

a lump sum." We fear this is quite an imaginary picture and that no Government is likely to act in the way supposed. But let us suppose that the Government proposals were acted on, that by mutual concessions unnecessary schools were closed, and that the money thus saved was spent in making the remaining schools as efficient as possible. We might then have a position of affairs something like this. In every parish of Madras one well-equipped Primary school, with facilities of entry for the purpose of religious instruction and a staff so chosen as fairly to represent the different denominations. One or two superior Primary schools for children of the better classes, these schools being preparatory to the schools next to be described. One high grade boys' school with three or four hundred boys in it, preparing the children of the better class for the professions, the University and the higher parts of Government service. The fees in such a school, added to the Government grants and the endowments that some schools already possess, would enable the school to enjoy the services of a first-rate staff, to be housed in a first-rate building, and to be furnished with first-rate equipment. There would be a second large high class school, but on different lines. This would prepare boys for commerce and would be in the nature of a modern school. These two schools would be near together, and close by in suitable premises would be a Roman Catholic hostel, an Anglican hostel, and a general hostel. Girls would be similarly provided for. It may be urged that the centralization on the above lines of European education in Madras is impossible owing to geographical conditions. Admittedly Madras is a bad place to move about in, especially in the case of children going to school. But the difficulties of transport are not insuperable even now, and are likely to improve in the course of time. At the same time it is certainly

inadvisable in this climate to send very young children any great distance to school, and this is why we said above that in addition to the parish schools there should be in the two or three districts where Europeans and Eurasians dwell, a good Elementary school of a higher type than the parish school. We have dwelt at some length on this overlapping because it is the cause of so many difficulties. Men teachers are scarce and are made scarcer by an undue number of schools. A capital staff could be made out of the masters now teaching in European Boys' Schools in Madras City, but try to spread them, as is being done now, over three or four schools, and you have to supplement your good teachers by less efficient men. Again every European School without exception is badly off for money. Its expenses are disproportionately high and its fee-income low when it is either cutting out or being cut out by another school. Thus it will be seen that a reduction in the number of European Schools above the Primary grade, indirectly improves the staffing and certainly strengthens them from the financial point of view. Judging from the very little said about the schools and the very small support given to the Eurasian and Anglo-Indian Association Scholarship Scheme, there must be a widely spread belief that all is going on well as regards European Schools. All is *not* going on well. A baseless optimism is the worst foe to educational progress. One may possibly be too pessimistic, but only those who bear the burden of endeavouring to work European Schools with an inadequate or inefficient staff know the wearing anxiety. Next in importance to a good staff and plenty of funds comes the curriculum. As the curriculum is made for European Schools, they cannot be blamed for its defects. But why should there be in Bangalore for example, four High Schools for European boys, all on the same lines and all

pursuing the same curriculum? Why should not two of these amalgamate into a High School of the present type, and the other two, jointly or separately, initiate a high class commercial or technical course? A similar state of things exists in Madras as regards Boys' and Girls' High Schools. They cannot fill the classes preparing for Matriculation. Why should not one school at least adopt a simpler curriculum? For this reason, in our fancy sketch of what the state of European education in Madras might have been, we pictured a large successful High School preparing for the University or at any rate giving a liberal course of education and, close by it, a second large and successful school with a modern side. A similar bifurcation is desirable in the case of Girls' Schools. But even with our present curriculum we are not doing as well as we ought. The Inspector tells us that in Latin the depth of bad teaching is reached, and the Inspectresses have nothing to say in favour of French for girls. Lady Benson has more than once when presiding at the Anniversaries of Local High Schools for Girls remarked on the uselessness from every point of view of French in these schools. It is never learnt as a spoken language; it is rarely learnt to such a standard as to be an instrument of culture. Of course it is a sort of intellectual whetstone, as almost any subject might be. Macaulay once said that if instead of learning Greek, we learned Cherokee, the man who understood Cherokee best, who made the most correct and melodious Cherokee verses, who comprehended most accurately the effect of the Cherokee particles, would generally be a superior man to him who was destitute of these accomplishments. But surely one can find a subject in place of French or Latin that has their advantages and none of their drawbacks. It is easy of course to see why Latin and French are preferred to Tamil and Hindustani, and it

no doubt requires considerable moral courage to avow a preference for and proficiency in these latter tongues. But for the sake of making a show in the flesh, an utterly vain show, as it happens, solid advantages are being rejected. No doubt a knowledge of Latin is useful for doctors, but popular though the medical profession is with the boys found in our European Schools, only a small minority of them will become doctors. Indians who never learnt Latin at school, seem to have little difficulty in picking up the Latin required, for instance, in medicine or botany. The results of learning Latin for four, six, eight years are very poor, and how could it be otherwise when a teacher who just scraped—by doing the translation and neglecting composition and grammar—through one or two examinations, is set to do Latin? At any rate, if it is desirable to retain Latin, there is no need to retain it in every one of the four European High Schools in Bangalore or the three in Madras. One school with Latin in its curriculum would amply satisfy the wants of those intending to enter the medical profession.

But if the Latin results are poor, candour compels us to say that the results in Tamil are dreadful. Most boys who have done Tamil for years, can have learnt nothing. They can talk colloquial vulgar Tamil easily enough, but they have made no perceptible advance in grammar, writing or spelling. This is because the teaching of Tamil is left to Indian masters who do not enforce discipline or command respect. If Tamil was substituted for Latin and made a promotion subject, and if the ordinary staff would or could teach it, some improvement might be looked for, but there is no getting away from the fact that masters are unwilling to declare their ability to teach it and the pupil has no hesitation in showing his repugnance to learning it. Tamil might be made a very instructive subject indeed. What

is wanted in European Schools is not the poetry or prose required in the University examinations, but simple, grammatical prose, which should be interesting. A translation of an interesting English book might be translated back again into English.

One or two subjects ought to find a place in the curriculum of European Schools, both Boys' and Girls'. These are (1) physical exercise on a much more extended scale than at present, (2) singing, (3) simple instruction in botany. Volunteering should be compulsory in the case of Boys' and 'domestic economy' in Girls' Schools should be revolutionized. To nurse people and to tend children are duties which a woman in any station of life may expect to have to discharge, and whatever else is taught, these subjects ought to occupy the first place in the curriculum of a Girls' School.

TRAINING SCHOOLS IN THE UNITED KINGDOM.

[We reprint Mr. J. H. Stone's Notes while on deputation in 1905-06 in connection with Training Schools in the United Kingdom.]

(Continued from our last issue.)

II.—NOTES ON TEACHING AND ORGANISATION IN SCHOOLS.

Although I was particularly deputed to study training school methods, I visited a number of other schools elementary, higher elementary or higher grade and secondary, particularly to see how far the improved methods taught in the training colleges and set forth in the educational text-books were actually in use. I found that they were so very generally and I accumulated a considerable amount of information about them as well as about school buildings, furniture, appliances, text-books and organisation.

In the following paragraphs, I have summarised my observations and conclusions as to the teaching of certain subjects:—

English.—My impression that children in European schools in Madras take a very long time to learn to read was confirmed by what I saw and heard. The old-fashioned plan of teaching the alphabet and then the spelling of short words

which still obtains in them has been largely given up at home. Children are usually taught first to recognise common short words and to learn from them by conscious and unconscious analogy the phonetic values of the consonants. Care is also taken that the sight of the consonant shall not suggest its name but the position of the vocal organs necessary for producing its sound. Children, therefore, become quick at reading words they have not seen before. A child is expected to learn to read in an English Elementary school in about six months, whereas in the European schools that I inspect, I should suppose the average time is more nearly two years.

Another point that interested me was the way in which it is sought to give a literary turn to the reading lessons of the Elementary schools. Considerable care is usually taken, for instance, to select poetry of real value for reading and recitation. In some Scotch schools, a play of Shakespeare is taken up in the highest class. In all reading work, the teachers are not satisfied merely to get the book read or even understood; they try to help the children to some sort of literary appreciation of it. In poetry, attention is given to the form and interest is sought to be aroused in the author. These things are practically not done at all in the schools I inspect, and I find that the children have no idea at all of the difference between poetry and prose, though they are now generally ready for a question as to the name of the author of the pieces they recite.

Among the devices which might be used in Madras schools, I noted getting the children to read to themselves—providing specially interesting books for the better readers to read to themselves while the worse are receiving special instruction—the preparation of a passage to be afterwards dictated so as to ensure the real learning of the spelling of difficult words, and the working out of compositions orally by conversation with the class.

Much attention is given to the cultivation of the power of expression in speech. This begins in the infant standard, in which, after a story has been told, a child is required to stand up facing the class and repeat it, and the same story is not dwelt upon long enough to allow this exercise to degenerate into a mere recitation of what is known by heart. In answering questions, the children are usually made to use complete sentences, and I noticed that frank and ready answers in good form were the rule, a circumstance all the more striking to me because of the mumbling single word answers I too often get when inspecting. The practice of written com-

position from a much earlier stage than it began at under the old Madras Code probably contributes to this result.

In one practising school, I was shown little books in which the girls kept a record of their private reading. These were periodically looked over and remarked on by the mistress. The plan seems a very good one for stimulating and directing home reading.

In another, private reading is encouraged by the preparation of statements as to the borrowing of books from the library by each Form, giving the percentage of regular borrowers in the Form and the names of the principal borrowers. A brief report of the kind of books most affected and of individual books most frequently borrowed is also made out periodically. These statements might well be given in this Presidency in every inspection report of a school with a library and posted in the school for encouragement and admonition.

The "direct" method of Foreign Language teaching.—I paid particular attention to this because of the probability that it may be used with advantage in teaching English in Indian schools. It is commonly employed in schools at home for teaching French and German and also to some extent, Latin. The value of the method depends very much on the powers of the teacher who employs it. He must, of course, be thoroughly familiar with the language of the lesson, but this is by no means enough. I saw a very clever little Frenchman take a lesson which, though charming to listen to, can have done very little for his pupils because he talked so much himself and so largely failed to get them to talk. Other teachers of French used the method in a half-hearted way, interpolating their French with English and using translation unnecessarily.

One great difficulty is in the early stages to connect the reading lessons with the oral work. This I saw best met in the Fielden Demonstration School. The German master there complained that he had not been able to find a suitable reading book. He, therefore, used none and his procedure was as follows:—He chose as his topic a walking tour of two boys down the Rhine. He first described each stage of the tour orally to the class, conversing with the boys as far as their powers would allow, and spelling and writing on the black-board the new words introduced. He then dictated his description, and the series of lessons taken down in this way was to form the first reading book. German Geography, History and Mythology were introduced as occasion offered. This method is consistent with

itself, because all the work in German is closely connected and it makes possible a gradual and systematic growth in the boys' knowledge of the language because the teacher can limit the number of new words and grammatical forms introduced into each lesson and can take care that those already learnt shall recur. A formal grammar of the language is at the same time systematically built up by the class, new tenses, cases, prepositions, and so forth being entered as they come into use in an appropriately arranged note-book. All the business of the class is conducted in German and the German hour usually begins with a little conversation on topics of interest at the moment, (e.g.) the absence of a boy and its cause. He is ill. What is the matter with him? Is he in bed? Has the doctor been sent for? and so on. A reward for good work is permission to sing a German song. In one lesson at which I was present, the teacher was bombarded with requests, of course in German, for *Die Wacht am Rhein* which it appeared he had promised the previous day. I thought that the class had made wonderful progress in the language in the year during which they had studied it on this system.

In the Perse School, Cambridge, I heard a French lesson to one of the higher classes which was reading a play of Molière, in which all the work was done in French, translation into English being used very sparingly if at all. Here again, I was struck with the command of the language the boys had attained.

In teaching pronunciation, some teachers rely a good deal on phonetics and on drill with a phonetic chart. Another device is simultaneous reading and speaking, which I think should be a good deal more employed in English teaching in Indian schools, as it enables the children to do the maximum amount of actual speaking. In an hour's ordinary 'conversation lesson,' each pupil commonly says only a few words.

The strong point about the direct method is that it frankly recognizes language as an art or group of arts in which skill has to be acquired, the underlying sciences being of subordinate importance for a learner. Much of the English teaching in this Presidency, on the other hand, treats the thing to be acquired as science and expects the arts, especially of speaking and writing, to be picked up incidentally.

I must confess, however, that in listening to French and German lessons, I was constantly struck by the extent to which the fact of their vocabularies and that of English overlapping to so great an extent and the very sub-

stantial likeness (notwithstanding the obvious differences) of the method of sentence building in all, help the English boy: and I fear that progress in the early stages of teaching English by the direct method in India will always seem so slow that teachers will never willingly give it a thorough trial, although of course the extreme difference between South Indian vernaculars and English is, properly speaking, a reason for the avoidance of translation—that is, for the employment of the direct method.

Geography and History.—These are, as a rule, taught with much intelligence and great insistence on causal relations; the setting of a task to be got up out of the book is a thing of the past. It is also pretty generally recognised that, essential as maps are, a map is after all only a very highly conventional representation of facts and needs itself a great deal of explanation before it can be known.

In the Training Colleges, therefore, great pains are taken that the students shall realise what a map is, and they are often required themselves to make one by personal observation and the use of the plane table. In one college in particular, I saw excellent maps of the neighbourhood that had been made in this way and also a map in accurate relief made by pasting paper of ascertained thickness over appropriate areas, one thickness corresponding to so many additional feet of altitude. It is obvious that this sort of work gives a far truer idea of relief than inspection of the ordinary relief map with its tremendous exaggerations of heights.

In history also, care seems to be generally taken to connect the school lessons with the children's out of school knowledge and experience. Of course in India, especially in connection with English history, such knowledge and experience is very much less than in England, but I notice that even what there is seems to be hardly ever used. Teachers seem unable to get away from the idea that history is something to be learnt out of a book and that all that can be known about it is, if not in that particular book, then in some other: so that if they are really anxious to do well they supplement the book with notes from larger books, merely adding another mass of unsuggestive detail to the mass, already great enough, of the text book.

Another point is the use made of the geographical and "historical" readers of which so many are published. This is connected with the recognition of the fact that these are subjects which obviously can never be completely known and in which it is not so much necessary

to cover any strictly defined ground as to create an intelligent interest. Of course, the absence of the fear of examinations and the certainty of sympathetic inspection help teachers very much in acting on this view. It has been impossible hitherto in Madras, and the habit of mind induced by always working up to some definite examination standard will probably long persist, and teachers will continue to talk about the two "histories" that have to be learnt and to mark off the "portions" as so many pages in the text book.

Drawing.—This has quite ceased to be considered as an accomplishment or an extra subject in Elementary and Higher grade schools and in Training Colleges, and is recognised as an integral part of the educational course and as an important aid to mental development.

The kinds of elementary drawing which, under the influence of the South Kensington examinations, held the field for so many years in English schools, the freehand drawing of ornament and of geometrical "models," have almost disappeared. Pencil drawing on white paper has to a great extent been replaced by free-arm drawing in coloured chalk and drawing with the brush. It is no longer thought necessary to confine children to outline till they are perfect in it or to straight lines till they can get them even reasonably straight—a good many teachers even recognise the fact that curved lines are easier.

There is, however, a good deal of disagreement among teachers as to the best methods of teaching drawing and this makes it impossible to describe drawing teaching at home as a system. I purpose, therefore, to say what I saw being done in certain Training Colleges and Art Schools (which I shall indicate by numbers) where the work struck me as being particularly interesting.

I. Here the drawing is entirely from objects and mostly in coloured chalks and water colour. The teachers under training executed beautiful studies of two or three objects in correct light and shade and colour. I saw several classes of the practising school drawing from objects which they had been instructed to bring with them to school, e.g., knife, spoon, fork, clothes, peg-gimblet, cork-screw, egg-cup, cup and saucer. These were done, except by the lowest standards, in light and shade. Some very effective drawings of a tin mug had been done on the wall black-boards by one class, the bright surface of the tin being very successfully rendered. The drawing was, by no means, always correct however, and I enquired whether the use of light and shade did not tend to slurring over of faults in drawing. The teacher

thought not, that the mug would have been equally incorrectly drawn in outline only and the value of the work put into the light and shade lost. Other teachers whom I consulted on this point admitted some danger in the early use of light and shade, but most consider that there is a balance of advantage in it. There is no question that it adds immensely to the interest of the work. In this college, as elsewhere, I noticed great evenness in the drawing work. Only very few children in each class were noticeably above or below the average. In fact, what I saw in schools at home quite disposed for me of the fallacy that drawing can only be learnt by a few people with a special aptitude for it.

II. Here again I saw beautiful work by the pupils of the higher classes in coloured chalks and water-colour.

III. The Municipality's drawing-master was taking a class of teachers in drawing suitable for Elementary school work. He set them as an exercise in memory-drawing an ordinary painter's palette, telling them in particular to observe the proportions and the size and position of the thumb hole. The failures to do these apparently simple things were very numerous. He insists less than some teachers on the avoidance of drawing from the flat.

IV. Here again I saw beautiful work by the students and the pupils in the practising school. The master confines the work to object-drawing although he considers that work from the flat is not without its uses.

V. Here I saw three classes of student teachers at work, all drawing from objects. One lesson was notable from insistence of observation of mass and proportion. Another from the little lecture on Greek armour (and Roman) suggested by the object—a clay model of a Greek helmet. The third began with memory-drawing of the subject of a previous lesson—a watering pot.

In many of the Elementary schools, I was much struck by the excellence of the drawing. Pupils, who take it merely as a part of their ordinary school course, reach a standard that is often not attained after many years of special study in the Madras School of Arts. I hope to get together a collection of drawings done in English and Scottish schools for exhibition in Madras with the object of showing what can be done by efficient teaching on modern lines.

Domestic Economy.—Extremely complete arrangements are now found in the higher grade and larger Elementary schools for teaching cookery and sewing and dress-making. Special

rooms with elaborate fittings are provided for each of these subjects. It is obvious that the introduction of practical cookery and domestic economy in European Schools in Madras would be of great use. The reading of a text-book in the subject, which is done in some schools, seems to me almost a complete waste of time.

Manual Training.—This is as common for boys as domestic economy for girls and taken up quite irrespective of any direct use for bread-winning that may be made of the skill acquired.

I observed a very complete system in operation in a school in a country town in Somersetshire which is very notable for the evidence it affords that the devotion of a large part of the school-day to carpentry and smith's work does not prevent the prosecution of secondary education to the standard of the London Matriculation Examination, that, in fact, the manual work so materially assists the other that merely as a Secondary school this institution attains marked success.

It is in my opinion a thousand pities that the Eurasian youth of this Presidency instead of pursuing what is to most of them the *ignis fatuus* of a literary culture cannot be educated in schools of the type of this and similar "higher grade" schools.

School organization.—This is very carefully worked out at home even in Elementary schools and tends to become very complicated in higher grade schools where pupils begin to specialise. This is, I dare say, partly because so much is now left to the managers and teachers. In Scotland, even the old standards are gone and the school authorities classify the school as they see fit. No hard-and-fast curricula are imposed, so that the work of a term can be planned by the class teacher with the help of the headmaster, and a careful record has to be kept of what is done week by week so that performance may be compared with promise, and experience gained of what is possible. All this involves not only careful thought as to what and how teaching should be done, but consideration of its success or failure and the causes of them, and arouses and keeps alive in teachers an astonishing amount of keenness in their work.

In Madras, our system has hitherto been to lay down a minimum of organization and a skeleton curriculum in the expectation, I suppose, that teachers would fill in necessary details. I think, in most cases, they rest content with the minimum and that more organization is a crying want of our schools. In particular, and especially in the secondary classes, more or less cross

classification is wanted. Teachers should also plan out the work of the term week by week far more than they do. Some little elasticity should be introduced into time-tables. The device of leaving so many hours a week unassigned to any subject, to be utilized for pushing on with work that has fallen behind or for examination or revision work might be usefully adopted. It would practically oblige teachers to review the progress of their work in order to use the unassigned periods to the best advantage. Apart from this, however, teachers should be required to plan out their work and keep a record of how far they realize their intentions. I am convinced that much of the weakness of High school education is due to the habit of teachers of going on from week to week with no better guide than the list of "portions" to be done in the year given in the Educational Rules.

I have before me a "class teacher's book of work and progress and register of the marks of pupils for a school year" issued by the Leeds Education Committee. It contains instructions for the guidance of teachers in matters of organization, the time-table of the class, in which the time given to each subject is summarised at the foot, pages for a detailed syllabus in each subject—pages for the Principal's report on examinations throughout the year—register of the progress of scholars, i.e., examination marks in all subjects and pages for memoranda. A book of the kind, though not necessarily identically the same, conveniently arranged and with printed headings should, I think, be kept for each class in a school.

The practice of assembling the whole school in the hall at the beginning and end of the day might well be followed in schools that have suitable accommodation, as it tends to that sense of corporate unity which is, I fear, but feebly developed in most Indian schools.

In conclusion, I may remark that I did not find English schools so depressingly perfect as I had feared that I should do. I saw very much to admire but I was often conscious of defects of exactly the kind that I have to note officially in Madras. The Elementary schools are only gradually getting rid of the bad habits of the result grants period. The supply of trained teachers is inefficient. Teachers, though absolutely so much better informed than they are in Madras, are not so much so, relatively to the kind of work that is expected of them. Almost all the kinds of ignorance and want of technical skill that vex one out here I saw exemplified in one school or another at home.

I cannot too warmly acknowledge the kindness and helpfulness of the Inspectors of Schools, the professors and the teachers to whom I applied for assistance in my studies.

OUR ENGLISH LETTER.

CAMBRIDGE, November, 1906.

The Senior Wrangler is no more. Aware though everyone was that an attempt was to be made on his life, we were hardly prepared for its immediate success. Practically all the Mathematical teaching staff were in favour of drastic changes in the Tripos and its concomitants, but as in all these University reforms, everything lay in the hands of the comparative outsiders. And recently we have had so much experience of the influx of men that have long been cut off from the main stream of University thought, but have been roused by the nightmare of a University committing suicide, to come up and save her despite herself. Witness the recent question of Greek in the Previous Examination here, and how most of the voting was done by those who hadn't seen Cambridge for many a long year but desired to stand by the Greek that had almost prevented their admission to the University: or again the proposal at Oxford three years ago to admit men not in Anglican orders to examine in the Theology school. But examples need not be multiplied. Suffice it to call attention to the notorious fact that University questions are not settled by experts. Hence it was that we were hardly prepared for the abolition of the order of merit in the Mathematical Tripos, though opinion here was strong in that direction. So after all Mr. Rajan is the last Senior Wrangler that Cambridge will ever know.

The abolition of the order of merit is not the only reform that has been carried through. The Examination has been unsatisfactory in many ways. Mr. Hardy put the case against it very pointedly in an article in the Cambridge Review. "I have in the same year coached a Senior Wrangler, a Newnham Wrangler, a Senior Optime, and a Wooden Spoon. Thus my conviction of the badness of the Examination is not based merely on a priori grounds. It is bad for the high Wrangler who proposes to become a professional Mathematician, and whose Mathematical abilities are warped by perpetual worry with the trivial and the unessential: it is bad for the low Wrangler or Senior Optime who proposes to become a Schoolmaster and who never grasps the principles of the subjects he will teach: it is worst of all for the man of

moderate ability who reads mathematics because he is rather better at mathematics than at anything else. For him it is a cruel and iniquitous examination. It has indeed become exceedingly difficult for anybody conscientiously to recommend a man of this type to read mathematics here at all. He spends three years struggling with difficulties which he would never master if he were to try for twenty. It is not worth his while, and he has begun to find this out. The result is seen in the diminishing numbers of the tripos. The numbers have certainly diminished considerably. Between 1882—1886 the average number in the tripos list was 107: in the last five years it has been 67. It is well then that reforms should have come, as it did a fortnight ago. The examination will again become a reasonable one, less minutely technical and more adapted to the needs of the ordinary undergraduate who has previously had either to cut himself off from mathematics or to bury himself in them. This will be of great service to undergraduates who are taking up kindred subjects—the mechanical sciences, physics, and the like. So if the Senior Wranglership with all its appeal to the popular and the journalistic mind has been swept away in all its picturesqueness, we still have the satisfaction that there is a prospect of renewed activity in mathematics at Cambridge under greatly-improved regulations.

The new Professorship endowed to forward study and research in the sciences of Vegetable and Animal Biology has been filled up. It is said that Europe was scoured for a man to fill the post. Certain it is that it was offered to professors in three countries at least, Germany, Holland and Russia. A distinguished European biologist died just after the post was offered to him: *post hoc* etc. The Russian professor did not know a word of English, and the Dutchman said that he observed that the post was one of Proto-zoology with which subject he was entirely unacquainted, but he was prepared to get it up if they gave him the post. In the end Dr. Nuttall, a fellow of Christ's was elected. He has had experience of many Universities, on both sides of the Atlantic. There is a touch of the Transatlantic in his methods which is not altogether relished in Cambridge: he does not pursue the even tenor of his way, as some would like. But there are many, the majority in fact, who think that his progressive policy and business-like ways of procedure will do great service to the cause of science here in Cambridge. His field is a new one in which research is pre-eminently called for, and we may look for good results from his work.

Marshall Ward's place is not yet filled, and in a sense it cannot be. It is indeed interesting to know how he was started on his career. Debarred by lack of means from the University, his work at one of Huxley's classes so impressed a fellow student that he generously enabled Marshall Ward to come up to Cambridge to pursue his studies. Unfortunately his benefactor died in the East while still young, and so did not know to what extent his generous assistance of a young student had benefited the cause of science. "No botanist of our time has done so much to spread a sound knowledge of plants as factors in our everyday life."

We are beginning to glean something of value from the commission appointed to enquire into Trinity College, Dublin. A Blue Book of one hundred and fifty pages has been issued containing what is practically a statement of the problem that awaits solution. It contains in the main the returns submitted by the Provost with regard to the College income, returns that have not previously been made public, and also a statement from the several Fellows of what reforms they would welcome or reject. In 1905, a year in which women from Oxford and Cambridge proceeded to *ad eundem* degrees brought in a substantial addition to the ordinary revenue, the income was £76,000 and the expenditure £70,000. It is interesting to note the expenditure on the various schools. The Divinity School and the up-keep of the Library cost practically the same, almost £3,000 each. The Medical School was the most expensive with £8,800 and the Law School the least with £825. The total number of names on the books this year is 1,114 as against 936 three years ago: the students' fees all told amount to £6,000 per annum. There is apparently strong feeling among the Fellows against a 'two-college' system being established. "Such a college would be subject to powerful ecclesiastical influences, internal and external, and therefore would not possess the same intellectual freedom, either in kind or degree, as exists in Trinity College." So says the Joint Report of the Fellows, not signed by Professor Mahaffy, who could hardly be expected to sign any joint report at all. One hardly knows what will be the issue of it all. Elaborate schemes are put forward for making Trinity College more congenial to Roman Catholics, but what chance have they when the Roman Catholic Bishops absolutely condemn mixed education in any shape whatever?

Parliament has met again. The Lords are in full force, amending the Education Bill: but

as that will have to form the staple of our next letter, we propose to leave it till we can better see which way things are tending, and whether the Lords mean to mend the Bill or to end it.

THE EDUCATIONAL MAGAZINES.

The School World.—Mr. T. Raymont, of the Training Department, Goldsmiths' College, London, writes on *the Art of oral questioning*. After a reference to the time-honoured method of question and answer in teaching, as exemplified in the Catechism, Mangnall's Questions, &c., Mr. Raymont draws the important distinction, which he illustrates by questions in history on the one hand and in fractions on the other, between questions as tests of memory involving the apprehension of facts, and questions that appeal to other faculties than memory, involving the apprehension of relations between facts. "To question a class by the first method is a comparatively simple matter; to question a class by the second method is a thing that usually requires closer thought and longer practice. We now see that it would hardly be possible to construct an arithmetical catechism, because the question and answer method is here robbed of all its value unless the answers are of the pupils' own making. We might have a catechism of history, provided we are contented with the bare facts, and provided we do not mind if most of the life and soul is knocked out of the teaching." Mr. Raymont doubts the value of the distinction often set up between 'fact-subjects' and 'faculty-subjects,' a distinction which his illustrative questions must not be held as recognizing. He points out that every subject is a fact subject and may be a faculty subject if it is well taught and adapted to the thinking powers of the student. An example of Socratic questioning is given. Mr. Raymont thinks that many of the instructions on questioning to be found in book on teaching savour of pedantry, for instance the insistence on the avoidance of elliptical questions, the insistence upon answers in the form of complete sentences. He points out that the latter regulation tends to an intolerable nuisance because it makes the conversation between the teacher and his pupils unnatural. "The aim is to be commended but we should try to realize it in a different way." Mr. Frazer, of the Whitgift School, Croydon, writes on *The Use of Oral Composition in Junior Classes*. This article we shall reprint at an early date. Miss Cunningham writes on suggestions for a first course of Geography. The article begins with the now very familiar recommendation to observe the position of the Sun, the position

of the Pole-star, to make a plane of the school-room, a street, the neighbourhood. No child should be allowed to have any geography-book or an atlas, but should be given a mapping-hook ruled in square, on one side and left blank on the other. The use of the mariner's compass should be deferred from a time. To us the most interesting part of the article is the suggestion of lessons on geographical progress. "Side by side with the mapping of their own neighbourhood they should learn how other people long ago mapped out their surroundings and how at length, in spite of many mistakes and failures, the whole world has to some extent been mapped out." Then follows a very interesting account of early geographers. The composition lessons should be used to get back orally the stories and descriptions of these lessons on early geography. Miss Sunderland-Taylor writes on *The Formation and Use of School Gardens*, an article full of practical hints of great value to English Schools, among which school-gardening is fast spreading. Mr. Wilson writes on *the Teaching of Vulgar Fractions*, and since concrete objects should be used as far as possible, and since there is a limit to the use of cakes, he shows how to construct imitation buns or slabs of chocolate, or glass jugs, or planks, out of cardboard. From these four sets of shapes Mr. Wilson says that all the problems necessary for a course of lessons on vulgar fractions can easily be provided. A second article is promised on the method of using them. Miss Winifred Todhunter gives *Some Impressions of Norwegian Girls' Schools*. It is pointed out that Norway is a poor country, yet she has one of the finest educational systems in the world. "The general standard of culture in Norway is high. Ask a sixteen years old boy or girl your way in the streets of Christiania, speaking German or English, and you will generally get an intelligent answer in the same language. Or get into conversation with a shrewd Toten peasant, and he will show a better understanding of universal history than your English farmer of the elements of his own national history." Children do not go to school before the age of seven. The intensely democratic feeling of the people forbids the establishment of "class" schools, and thus there is no overlapping. As in the country parts of Scotland, boys and girls are educated together, but in the capital there are separate schools for each sex; yet even there are three great institutions in which there is co-education. It is remarked that there is a rooted objection to the Kindergarten system, and this, together with a strong sense of parental control and responsibility, leads, as we have seen, to the adoption of a later age for the first going to school than is usual in Great Britain. The Primary Girls'

Schools of Christiania are magnificent and one is declared to be a finer building than the royal palace and to be lavishly fitted. *O! si sic omnes!* Miss Todhunter is naturally more interested in the education of girls and gives in this article an account of the education provided for girls in Norway. At the age of twelve girls pass from the public primary school to the communal or private school. Most Secondary Girls' Schools in Christiania are private. The lower department in these is—no, it can't be, yes, it is, the Middelsskole with its Middelsskole Examination—our dear old friend, the 'Middle School' in a new garb. The Upper Department is the Gymnasium. The course here is three years, like that of the Middelsskole, and leads to the University. "Norway has followed the example of France in 'feminising' education—the classics have been dropped, modern culture is the keynote of the curriculum for girls. The modern language teaching is on ultra-modern lines. History is well taught, but the children have not apparently the literary taste which is both inborn and inbred in the French child." Attached to every Secondary Girls' school is a cookery department. The Norwegian girl is said to compare favourably with the girls of other countries. There is an account in *Secondary Education in Essex* of a report on the subject issued by Prof. Sadler. If Essex is behind in female education, it is distinguished by its thorough scholarship system and the pleasant relations between the local authority and the secondary schools. In *The Higher Elementary Schools* the report of the Consultative Committee on this subject is discussed. There is a report of the meeting of the Classical Association of England and Wales, followed by a Report issued by the Association on the pronunciation of Latin and Greek. There is an illustrated account of the new buildings of the Girls' High School, Leeds. *Elementary Education in London* is based on a report of the Education Committee of the London County Council.

School.—S.E.W. contributes more aphorisms from the series of Educational articles in the *Times*. As an article on *the Personality of the Teacher* appears elsewhere, we may note that Mr. A. C. Benson considers that the three qualities most important in combination are kindness, strictness, liveliness. Miss Hardingham writing on *Human Mathematics* takes up the question of chance. She remarks that to-day the practical bearing on life of all school subjects is closely examined, and that it is therefore curious that the chapter on chance, a very practical subject, has disappeared from school algebras and has been relegated to the higher text-books. In this article she discusses some common fallacies enter-

tained by gamblers and others, and she thinks that no means of checking gambling is likely to be so effectual a deterrent as a clear explanation of the nature of the processes involved. Mr. Gustav Hein in *Four Hundred Years of a University's Life* tells the story of Aberdeen University. He passes very lightly over its earlier years, and begins to write in detail from the date of the Union of the King's and Marischal Colleges (1558). The greater part of the article deals with the Quatercentenary Celebration of which an account appeared in our last month's issue. Mr. C. H. Spence, Head of the Modern Side, Clifton College, writes on *Modern Side Latin*. In his opinion Latin should be a compulsory form subject in all the Lower forms of a Modern-Side, since it is required for many examinations which Modern Side boys have to pass, but Latin should not be compulsory for all boys for the whole of their time at school. For the Modern Side (1) Accidence should be reduced to the simplest and shortest form; (2) Syntax should be based on the analysis of the sentence; (3) The main part of the work should be Translation, which should be mostly unseen and *à la voce*; (4) Great attention should be paid to the acquiring of a vocabulary. The Rev. A. A. David writes on *Church Policy in Secondary Schools*. Mr. A. J. Pressland writes on a subject that is attracting considerable attention just now, *Educational Museums*. Of the sixty-six in existence, Germany has thirty-two and England but two. In proportion to population Switzerland is best provided for, with one museum to every half million people. France probably possesses the best equipped and best organised of the museums. "There is a great difference between an educational and a school museum. The latter is too often a collection of cheaply acquired curiosities; the former gives a complete picture of the state of foreign and home education. It is not confined to an exhibition of school books; furniture and equipment, acts and official papers, the work of the pupils above all should find a place in an educational museum." There is a description of the National Museum at Brussels, and of the varied functions of a museum. The whole article is based on a publication by Max Hübner, who says that in Great Britain a prominent museum for education and instruction is lacking. The same is the case with the colonies. The school illustrated this month is the Manchester High School for Girls; founded in 1872, opened in 1873, this was one of the earliest of English High Schools for Girls; it is now one of the largest and most distinguished. Mr. H. Bompas Smith writes on *Individualism in Education*. He begins by finding fault with a speech delivered by Mr. Wyndham after opening some new buildings in the county

school at Hawarden. He does so on the ground that Mr. Wyndham looked at education from the individualistic point of view adopted by Locke, and developed to its fullest extent by Bentham. Mr. Bompas Smith points out that in the course of the nineteenth century it began to be said and felt that school work should not be held entirely "to consist in the training of boys and girls as individuals, even if it made them earlier independent or gave them a better start in life. The school came to be considered as also a social institution by means of which the higher life of the community was conserved and handed on." Mr. Bompas Smith expands the latter idea and shows what large changes in educational methods are involved in its acceptance. In *No English need apply*, Mr. T. C. Medd discusses training for a colonial life, basing his remarks on the apparent disinclination of Canadian farmers to employ British labour. Mr. Stanley C. Rowland continues his articles on the Educational Aspect of Hobbies. This month he discusses stamp-collecting. "There is no hobby that springs so spontaneous in a boy's breast as stamp-collecting..... The mere sight of half a dozen foreign stamps is sufficient to infect a whole form with philatelic fever." Mr. Rowland says that the excellence of the hobby from an educational standpoint consists in the manifold ways in which it appeals to a child. The stamps are pictures, delighting his sense of colour and form. "But the value of stamp collecting as an instrument for teaching Geography and History may easily be overrated." Mr. Rowland is very anxious to keep 'lessons,' 'useful knowledge,' out of sight..... The essence of hobbies is that their main spring must be situated in the child itself, and all attempts to draw attention to the utilitarian aspect of the amusement should be avoided except by teachers liberally endowed with tact and enthusiasm." The drawback to postage stamp collecting in schools is the exchanging and purchasing that go on. Mr. Rowland shows how these may be regulated and the resulting evils minimized. This is a very useful article for European Schools. The *Common Room Paper* for this month is *Compulsory Games at Public Schools* by Mr. A. R. Haig-Brown. Compulsory games have long been a feature at many public schools in England. There is now an outcry against the excessive attention paid to games at these schools. Mr. Haig-Brown takes a middle position. He would make games compulsory on certain days of the week as the sole way of ensuring that a certain type of boy gets fresh exercise. Such boys are the loafer and the student. Then too there is the shy boy, who is diffident of his skill in games. Left to himself he would back out of games. It is good therefore that

he should be made to play. On the other hand, boys with hobbies are now treated with more consideration, once they were regarded as madmen. Now Mr. Haig-Brown pleads that to a large extent they should be given time for their favourite pursuits. "I am entirely out of sympathy with those who urge that all a boy's spare time should be fully taken up with occupations devised by those who may or may not be better qualified to decide on the point than he is himself. There are some boys who from an early age show a distinctly scientific turn of mind or who are anxious to offer homage at the shrine of Nature to the exclusion of most other pursuits; such boys are not infrequently totally opposed to all athletic exercises; and a blind compulsion which compels all their leisure hours to be sacrificed to a thing they hate will only serve to sicken them for life." He sensibly concludes: "The educational value of athletics is often lamentably exaggerated, but we must be careful not to let this exaggeration blind our eyes to their practical use, and to the power they undoubtedly have in the formation of certain excellent characteristics. Regulation and moderation, not blind worship, should be our guiding principles in dealing with the subject of school games."

Mr. E. M. Langley writes on *Unconventional Lessons in Mathematics: Graphs*. The importance of Graphs has been exaggerated, the subject has often been taught badly, on no definite system. Mr. H. S. Hall raised a note of warning a short time ago on the subject. Mr. E. M. Langley shows how the subject may be usefully approached, and at what stage it should be begun: He gives a number of preparatory geometrical problems that may with advantage be worked on squared paper. We commend the article to all teachers of Mathematics in High Schools. This number is quite up to the high standard of this paper.

The Journal of Education.—Mr. A. H. Spencer writes an informing article on *The National Scholarship provision under the Education Act, 1902*. Some time ago there was an article on the disadvantages of Town life for scholars. The article, by Mr. F. Adkins, is referred to in our July issue. Mrs. Alice Hall now contributes an article, *Town Study, a Counterblast*. She begins by noticing the importance attached to nature study and asks, 'Is Nature Study the only form of observation worth teaching to the enquiring mind of youth?' She points out that in their games children do not play at anything connected even remotely with Nature Study, and she asks why the busy world should be considered less educational as a field of observation than Nature. 'Is a spider-web more wonderful

than the telephone or the song of a bird than the wireless telegraph? The whole article is in defence of towns as a means of cultivating observation in children. Mr. E. M. White writes on *Haste and Speed in Science Teaching*. The article will repay perusal by science teachers. We shall reprint it at an early date. The teaching of morale in France is the subject of an article by Miss W. A. Todd. There is no religious teaching in the French State Schools. Morale is the substitute for religion, and the teaching of it is beset with difficulties. On the one side the teacher must avoid dryness and on the other be careful not to avoid usurpation of the functions of a priest or parent. There is an article on the *Royal Commission on Trinity College, Dublin, and Dublin University*. An article on *Curricula and Local Needs* emphasizes the need of local modifications of curricula and sketches the curriculum adapted to the needs of schools in the East end of London. A visit of Educationists to Sweden is described in another article. In *Idola Pulpitorum* Professor John Adams writes on the *Pitfalls of the Practical Teacher*. There is much for us to learn in such an article as this, and we propose to reprint it.

The *Educational Times* contains few articles. There is reprinted a paper on 'Proposed International Languages with especial reference to Esperanto' read by Mr. James Blaikie to the College of Preceptors. There is also an account in French of a meeting of the National Society of French Professors in Great Britain.

Indian Education.—Professor Michael Sadler contributes his usual article on Education in England. He refers to the Quatercentenary of Aberdeen University, and Imperial expenditure on Education, the figures of which he quotes. He thinks that the West Riding Judgment has brought secular education nearer, but he doubts that we shall see just yet the secularising of all State-aided schools. He says that the Education Bill is far too complicated. "What is wanted is bold simplification, with scope for the maintenance of dissentient schools where there is a choice of educational opportunities." Mr. John Wallace writes on *The Care of Books in India*. J. N. F. contributes notes on *The Teaching of Composition, Hints for Teachers (Homework), School Dictionaries for English Work*. Mr. T. R. Tulu shows in an article how to popularize the Kindergarten in India. 'Educationist' discusses the Calcutta University Regulations. There is a summary of the Report on Public Instruction in the United Provinces (1904-95). Our last issue contained a portrait and notice of Mr. Lewis, retiring Director of

Instruction in those Provinces. We shall endeavour to give our own short account of his last report next month. In discussing the New Regulations of the Calcutta University, 'Educationist' begins by complaining that they have in view the preparation of University text-books on a larger scale and so degrade the University into a publishing concern having the 'sole monopoly' as regards the text-books and selections prescribed. Has not 'Educationist' heard of the Pitt Press, the Clarendon Press, and are not their respective publications often prescribed? He says that the products of this monopoly have in the past been a bye (sic) word for inaccuracy. He complains that nowhere in the whole course of study has History been made a compulsory subject. He prophesies that science teaching in many colleges will be dropped as the result of the new regulations which have been drawn up with a view to making science teaching and science examination both thorough and practical. Quite so, but was it really 'science teaching' before? He says that while the Matriculation has been much simplified and made thorough, the courses for the higher examinations have been widened and the syllabuses much too overloaded. He complains of undue regulation of details and regrets the absence of a Faculty of Agriculture.

Reviews and Notices.

HEROES OF EUROPEAN HISTORY, LOUISE CREIGHTON, (LONGMANS).

This is a most interesting book and if put into the hands of an intelligent child is likely to turn its thoughts to the great field of history of which only a brief account is here given. Part I deals with the beginnings of European civilization—the Greatness of Athens and Sparta, Greek Thought and Art, the Source of Rome's Greatness, Rome's Struggle with Carthage, Julius Cæsar, the Emperors. There are plans of Thermopylæ and Salamis, a picture of a trireme, of Homer (from a bust), of Olympia with the temples restored, of the Akropolis of Athens, of Perikles, Socrates. Roman History is illustrated by pictures of Scipio Africanus (from a bust), Caius Julius Cæsar (from a bust), Roman Soldiers, Augustus, the Roman Wall in Britain, etc. We come to a chapter on Constantine illustrated by a picture of S. Sophia, Constantinople; a chapter on the Barbarians and Charles Martel; a third on Charles the Great, with a picture of the Minster at Aix-la-Chapelle. The next chapter tells us about Hildebrand and contains a picture of Henry IV at Canossa. Frederick Barbarossa, the Crusades

Saladin, St. Francis of Assisi also receive appropriate notice. And so we pass through mediæval times down to Victor Emanuel and Garibaldi, Bismarck and Moltke, with whom the book closes. We repeat that the book is well calculated to stir the curiosity of the young. The general outlines of European History ought to be known. A few years ago they were not taught at all and probably to-day receive insufficient attention. This beautiful little book takes away the excuse that there is no suitable or attractive book available as a Reader.

MATRICULATION MANUAL OF ENGLISH HISTORY,
K. N. CHANDABHOY, Part III, Stuart Period;
George I and George II.

These two little books are far above the average of similar compilations. They are well printed and the English is good. Each reign is divided into chapters, each dealing with one important feature. For instance, the reign of James I is divided into three chapters. The first deals with religious questions. The second deals with politics and one paragraph of it deals with James and his Four Parliaments, a second with the Spanish Match, a third with the Thirty Years' War and so on. The third chapter is a novel and most useful feature, for it is devoted to biographies—those of Robert Cecil, Sir Walter Raleigh and Lord Bacon. Every reign is treated of on similar lines. We can recommend these little books.

STUDENTS' MANUAL OF INDIAN HISTORY, K. N.
CHANDABHOY, PARTS I AND II.

These little books are similar to the foregoing. The remarks made about style in the previous notice apply also to these books. The earlier part of Indian History is rather a tangled skein but Mr. Chandabhoy disentangles the threads, dividing his work into numerous short chapters. We particularly like the method of grouping adopted by Mr. Chandabhoy. For instance we have a chapter on the Mahratta families: (i) Holkar, (ii) Sindia, (iii) Gekwar. There is a chapter on the Portuguese, the Dutch and the Danes, followed by another on the Dutch, the Danes and the Austrians in India. Altogether these histories strike us as very suitable for use in High Schools.

SENTENCE ANALYSIS (CLARENDON PRESS).

This book, by one of the authors of 'The King's English,' is intended for the lower forms of public

schools. It contains some novel features. Conjunctions are divided into weak, which join together things of equal rank, and strong, joining clauses to the words to which they belong. Then we have concessive pronouns. These are innovations of doubtful utility. Again Mr. C. P. Mason did his best to slay the term 'compound verb,' as in 'to knock down,' but the term is revived in this work. It is written in a free lively style, and the examples are fresh and unhackneyed, but the book must be used with caution.

THE PRELIMINARY GEOGRAPHY, A. J. HERBERTSON,
(THE CLARENDON PRESS).

This book forms the first volume of the Oxford Geographies and is by the Reader in Geography in the University of Oxford. "Instead of two unrelated sections of physical and political geography as in older text-books, an attempt has been made to write a series of geographies which contains the information usually expected from candidates on geographical and educational lines. Accordingly, this, the first or preliminary volume has been made largely descriptive, giving definite pictures of the different regions of the globe with an outline of the salient topographical features." Accordingly we have seventeen descriptive chapters, the first six being on America. Europe has two chapters, and the British Isles have one. There is nothing about towns or manufactures except incidentally, but a study of this book would give us a good idea of what the various countries of the world look like. The following paragraph will give an idea of the book: "Sailing from Calcutta we pass a flat coast with great deltas and lagoons and flat-topped heights, lower than those in the west, rising in the distance. The sea beats in great waves against the coast, forming a surf dangerous to cross. An artificial harbour has been made at Madras, the port of this South-eastern part of India. The climate is always hot and the rainy season is in winter. This is because the winds blow from the South-west in summer and Madras, being on the eastward side, is on the leeward side in summer. Towards the end of the year, as the South-west monsoon is changing into the North-east monsoon, rain is brought from the Bay of Bengal to this South-eastern land." The book might well be used as a Geography Reader in the Middle School, and teachers even in High School classes will benefit greatly by reading it. It should therefore find a place in every reference library.

SINDBAD LE MARIN; LES QUATRE TALISMANS; LES
JUMEAUX DE L'HOTEL CORNEILLE (RIVINGTON'S).

These three volumes belong to Rivington's New Intermediate French Texts. That they are edited by Mr. W. G. Hartog is a guarantee of good workmanship. They are provided with brief notes and the usual exercises, written and oral. The text runs to about fifty pages and the book can easily be slipped into the pocket. These are suited for our Matriculation or F.A. classes. Similar to these is *La Joie fait peur*, by the same firm and editor, a French comedy by Madame Emile de Girardin. All four books are illustrated.

FEUILLETONS CHOISIS, EDITED BY CLOUDESLEY
BRERETON (CLARENDON PRESS).

In the general preface the editor remarks that the teaching of modern languages has generally been approached from a merely practical point of view. The methods employed he criticizes, and remarks that there is no doubt that their literary aspect is by far the most important. "If French and German are to take their places, by the side of Latin and Greek in modern education, the excellent literary training which the study of these ancient tongues affords must be obtained in the same measure for students of modern languages. In the introduction he gives an account of the origin of the *feuilleton*. The present collection of stories is taken from the *Feuilletoniste*, a monthly publication containing one or more complete stories, many of which had already appeared in the daily papers. The book contains a short article by Victor Hugo. There are notes but no exercises. The book might well be prescribed for the F.A. or B.A. examinations.

SPANISH COMMERCIAL PRACTICE, GRAHAM AND
OLIVER (MACMILLAN).

We noticed three other books of this series last month. The book seems excellently to fulfil its purpose, but we hope nobody will try to get up these books in England. As we said last month, foreigners come to England to learn English, and Englishmen ought to return the compliment by going abroad to study foreign languages. After that has been done, such a book as this, methodising commercial phrases, ought to be very useful.

DIE AHNEN, PART I, INGO; GUSTAV FREYTAG,
(MACMILLAN).

This has been added to Siepmann's Advanced German Series, and has been adapted and edited by Otto Siepmann. The Introduction tells us that "Gustav Freytag is one of the foremost figures in German literature since the death of Goethe. His work, *Die Ahnen*, is really a cycle of eight novels in six volumes, each novel complete in itself. The idea underlying this great work was to show the mysterious operation of the laws of heredity, as seen for generations in the influence of ancestors upon their descendants. Freytag starts from the year 357 with *Ingo* and carries the reader from generation to generation up to the Revolution of 1848, and thus offers us a sort of national epic in prose, which undoubtedly is the most important contribution which the Great War has yet made to German literature. . . . In *Ingo* the author brings before the reader his poetic conception of the genesis of the Teutonic race. We are introduced to the life of the Germans of the fourth century, and are made familiar with their ideas of honour, the loyalty and fidelity of husband and wife, of king and subject. *Ingo* is the incarnation of an ideal German hero."

The colouring is antique, reminding the reader of *Brerwulf*, while the *Odyssey* appears to have been largely drawn upon. Like all the books in the series there is an appendix of words and phrases for *viva voce* drill, of sentences on syntax and idioms for *viva voce* practice, and of passages for translation.

LATIN UNSEENS. E. C. MARCHANT (GEORGE BELL
AND SONS).

A well graduated series of unseen passages, printed in bold type. Beginning with short pieces of a single line we arrive at the end at passages from Virgil, Ovid, Cæsar, &c. The book should prove useful in High Schools where Latin is taught.

SELECTIONS FROM THUCYDIDES, BOOK VI, URR,
(JOHN MURRAY).

The book tells us the first part of the great story of the Sicilian Expedition. The notes run to nearly 80 pages, and some would appear to be superfluous. The book is provided with a vocabulary. A boy who is able to read Thucydides ought to be able to handle a lexicon, and these special vocabularies deprive him of all the advantages indirectly gained in the consultation of a lexicon.

SOPHOCLES, THE ANTIGONE (CLARENDON PRESS).

This is a translation by Robert Whitelaw. Professor Churton Collins in a Preface argues in favour of the study of Greek authors, even in translations, in schools. "Of all intelligent literary study the basis must turn on some acquaintance with Greek tradition: turn where we will, it confronts us; its presence, particularly in our poetry, is simply ubiquitous. And to say that at least an introduction to it should be regarded as part of the equipment of every decently educated boy and girl, even of the Board School or High School grade, is to say what probably few educationists would dispute. This information could be easily as well as most pleasantly imparted. The prescription of even a single Greek play or a book or two of Homer in translation would, with appropriate commentary by a competent teacher, go a long way towards supplying it." Professor Churton Collins says that there is no reason why such translations should not be admitted side by side with Shakespeare as text-books in our courses of school study. The text is well printed on thick paper. The notes do not seem more than necessary for the elucidation of the text and refer mostly to the mythology and geography of the play.

GEOMETRY, S. O. ANDREW (JOHN MURRAY).

This in a revised edition is a volume of Murray's School library. "The plan of the book has been changed. In the first seven chapters the student is taken rapidly through a course of practical Geometry, including the elements of Trigonometry, up to a point which is sufficiently advanced for the subject to be of obvious practical utility to him in his general school studies. The method in these chapters is that of experiment of drawing and measuring, of doing things for oneself.

Mr. Andrew, the Headmaster of Whitgift Grammar School, Croydon, has made use of his experience to good purpose. The book begins with the very elements. He first set the students to "discover if his ruler and set squares have straight edges, and so leads him on to rectilinear figures, angles, perpendicularity and the use of the set square. The Degree as a standard and the use of the protractor follow. The concluding chapters are devoted to similarity and projection and the mensuration of solids. Altogether this is a complete book and should prove invaluable to any teacher of the new Geometry.

Indian Educational Notes.

MADRAS.

THE annual Athletic Sports for the various educational institutions in the Tanjore and Trichinopoly Districts took place recently on the Tanjore Club cricket ground. Five Colleges, the Kumbakonam College, Wesleyan Mission College, Mannargudy, S. P. G. College, Trichinopoly, St. Peter's College, Tanjore, and the Prince of Wales's Medical College, Tanjore, three High Schools and ten Lower Secondary and Primary Schools, belonging all to the city of Tanjore, took part in the competitions, the Principals and Headmasters of the several competing schools also being present on the occasion. This is the eighth year since these Inter-Schools Sports were instituted on a small scale by Mr. Richardson, I.C.S., while he was in this District, and since he left the Sports have been kept up from public contributions, chiefly by the strenuous exertions of Mr. A. H. Morin, Executive Engineer of the District, who is assisted by a Committee, of which Mr. H. R. Pate, I.C.S., is the Vice-President and Mr. A. G. Pubamuthu, Lecturer, St. Peter's College, Tanjore, the Secretary. A few men from the Reserve Police Force, under Mr. A. B. G. Snedell, took part in the Quarter-mile Race. The new event introduced in the programme this year was the One-mile Race for students, which N. S. David, of the St. Peter's College, Tanjore, won. The College Shield, open to all Colleges, was carried away by the S. P. G. College, Tanjore, the S. P. G. College of Trichinopoly being a good second. At the termination of the Sports, Mrs. Lionel Davidson kindly gave away the prizes. Every successive year shows a progressive development in the organisation of these Sports.

THE Annual Inter-collegiate Football Competition between the Schools and Colleges of Salem and Coimbatore for the "Stone Trophy" was recently held. The Stanes and London Mission High Schools played first and the latter won by 1 goal to nil. Also St. Michael's and Coimbatore Colleges played, the former winning by 3 goals to nil.

THE Editor of the *Indian Review* delivered the annual address on the occasion of the "Anniversary of the College Societies attached to the Victoria College, Palghat. In response to the invitation of the Hon. Secretary there was a large gathering of ladies and gentlemen. The School hall, where the ceremony took place, was gaily decorated and preliminary to the public meeting held later in the evening, a Social gathering was held at which the invited guests were treated to coffee, tea and refreshments. There was the inevitable gramophone which played a few selections of Indian airs. The Hon'ble Rajah Vasudeva Rajah who presided at the public function briefly introduced the lecturer in a few words and called upon Mr. Natesan to deliver the address entitled "*Some Lessons from Japan*." The

address was long, interesting and a brilliant one and lasted nearly an hour and kept the audience spell-bound.

The annual distribution of cloths to the children of the Calicut Town Panchama Upper Primary School was held recently. The number on the rolls was 48 boys and 13 girls, all of whom were present. Out of four pupils in the Fourth Standard, three were presented for examination by the Assistant Inspector and all passed. And altogether, since the school was raised to its present grade in 1901, fourteen pupils have passed the Primary or its present substitute. Of the three that have passed this year, one is a girl who has been recommended for admission into the First Form of the Government Moyan Training School with a scholarship. The average monthly expenditure on the school excluding house rent, which is Rs. 10, is less than Rs. 40, and this is certainly not a liberal allotment for meeting the salary of four teachers, various school contingencies, books, cloths, &c. The Municipality might very well spend a rupee a month for every Panchama child at school. The Rev. Mr. W. Muller distributed the cloths and gave the children an appropriate exhortation in Malayalam at the close.

We extract from a biography of Mr. Gopalachari, the new Dewan of Travancore an interesting reference to Kumbakonam College in the height of its fame:—In his seventh year his maternal uncle Varada Aiyengar who was Head Clerk in the Negapatam Taluk, and who was educating his son the future Dewan Bahadur V. Rajagopalachariar, retired Deputy Collector and the Chairman of the Tanjore Municipal Council, took a fancy to his young nephew whom he found to be an intelligent lad and carried him away against his parents' wishes to Negapatam and put him in a Mission School there. In each class Mr. Gopalachari gained the top and his masters were so pleased with the progress he made in his studies that they gave him a monthly scholarship. When, in 1861, Mr. Rajagopalachariar joined the Provincial School at Kumbakonam to prosecute his higher studies there, Mr. Varada Aiyengar naturally enough sent his nephew also thither. So Mr. Gopalachari was a student of the said school since 1861 when Mr. Marsden was the Head Master. That great educationist became the head of the Institution in 1862 and thereafter the future of the school were in the ascendant.

It is not the language of exaggeration to say that there has been no School or College and no period in which the pupils and masters including the Headmaster were so closely and affectionately brought together as in the palmy days of the Kumbakonam College. There was Mr. T. Gopal Row, the very able assistant; but he was a puritan and a disciplinarian who gradually moderated under the benign example and influence of Mr. Porter. Students were loved by Mr. Porter to a fault and he was loved and venerated as the Kumbakonam 'Pepe.' It is not inapt to say

that Porter was to Kumbakonam what Miller is to Madras and what Rees and Read were to Travancore. Mr. Gopalachari in regular course, undergraduated and took his Degree from the Kumbakonam College standing very high in the list in the first and final examinations. Towards the close of his collegiate career in 1870 Mr. Porter spoke of his student in the following appreciative terms: "I have had few good students whose disposition and character have so completely won my regard." It might be mentioned here that Mr. Gopalachari was only seventeen and a half years when he took his B.A. Degree.

We learn that His Highness the Maharajah of Travancore has been pleased to give a munificent donation of Rs. 300 towards the funds of the Madura Girls' School.

The buildings lately erected in several villages of the Cuddapah District for Local Fund Schools are now being used for that purpose. In some cases, schools have been removed into them; in other cases new schools have been started. In certain instances it seems that no furniture of any kind has yet been supplied and some of the buildings have not yet been completed.

In addition to the orphanage, the Basel Missionaries, who are unobtrusively doing good work at Anantapur, Shimoga, have a school for all classes at which English is taught. The well-to-do Coorgs have from the beginning of this month started a boarding house in connection with it, to enable children, whose homes are situated at a distance, to avail themselves of the advantages offered by the institution.

In concluding their review of the administration report of the Calicut Municipality for the year 1905-1906, the Madras Government remarked that on the whole it was satisfactory, but education and sanitation demand increased attention. We notice that education remained almost stationary and, as the Government point out, the percentage of the number of boys under instruction in the Municipal and aided schools to the male population of school-going age (40-9) was far below the general average for Municipalities in the year previous, and they call the attention of the Council to the fact that no information "has been furnished regarding the working of the salary grant school, an omission which should be supplied in future report. It is observed that as many as 430 boys and 100 girls attended the unaided primary schools in the town. Every endeavour should be made to bring in as many of these schools as possible under departmental control. Nearly 40 per cent. of the teachers employed in the aided primary schools were entirely unqualified. Steps should be taken to reduce this large proportion in the current year."

The number of schools maintained by the Municipality remained the same. But there was a slight fall in the number of pupils under instruction in

Municipal Schools and schools aided by the Municipality. This is to be regretted. Far from showing a decline in the direction indicated, it is but natural to expect that, with the rise in the demand for education and the stimulus given to it, the figures under all heads of education should show a corresponding increase. The Chairman states that education has hardly touched the outer fringe of the larger Mappilla community. The vast majority of them are quite content with the possession of a mere smattering knowledge of Arabic obtained in mosque schools. Even the few who seek education on Western lines have no ambition beyond the primary stage." It would be interesting to know something of the attempts made to induce the Mappilla community to avail themselves more largely of the educational facilities afforded by the Municipality. In any case education in the Calicut Municipal area requires looking into.

The report submitted by the Commissioner for Government Examinations on the examinations under his control held during 1905-06 shows that, the Primary and Lower Secondary Examinations having been abolished, there were eight examinations in all held at various centres in the Presidency against ten in the previous year. Of these, the Technical Examinations were held also in the Native States of Travancore and Mysore.

(a) THE UPPER SECONDARY EXAMINATION.

The total number of candidates that registered their names for the compulsory test was 365. Of this number, only 337 presented themselves for examination, of whom 222 were pupil candidates who came up from 58 different institutions. Forty-seven candidates were successful, 33 of them being pupils. As many as 229 of the number examined and as many as 37 of the number that passed were Brahmans. Only two of the candidates examined were female candidates, and they failed. Seventeen candidates appeared for examination in a second language only, of whom ten passed. Thirteen candidates completed their success last year. Including these, the total number of candidates that have passed the Upper Secondary Examination and have so qualified themselves for appointments on Rs. 15 and upwards in "superior service" during the sixteen years that the examination has now been in existence, is only 97.

(b) THE TECHNICAL EXAMINATIONS.

The total number of individual candidates registered for the three grades of examination was 6,772, of whom 725 were for the Advanced Grade, 1,600 for the Intermediate, and 5,047 for the Elementary. There was an increase in the numbers registered for all three grades. Eighty-four of the candidates for the Advanced, 590 of those for the Intermediate, and 1,267 of those for the Elementary Grade were pupils who belonged to 11, 47 and 87 different institutions, respectively. The total number of subject-candidates examined was 7,903, of whom 2,889 were

successful. There was an increase in the total number of candidates both under "examined" and "passed" as also in the percentage of subject-passes for the Advanced and Intermediate Grades. Six of the subject-candidates for the Advanced Grade, 40 of those for the Intermediate and 134 of those for the Elementary were female candidates, of whom all for the Advanced Grade, and 27 and 72, respectively, for the other two Grades, were successful. All the six candidates for the Advanced Grade came up in Needle-work and Dress-making, while the majority of those for the Intermediate and Elementary Grades took up Free-hand Outline Drawing. The number of papers set last year for the Advanced, Intermediate and Elementary Grades, respectively, was 44, 92 and 76, the number of subjects for the corresponding grades being 18, 57, and 53. Brahmans and non-Brahman caste Hindus formed, as usual, the bulk of the subject-candidates that passed, in the case of all three grades. Five diplomas, of which three were for Commerce, and 49 Group Certificates, among which there were two for Shorthand and three for Mechanical Drawing, were issued during the year. The silver medal of the Madras Musical Association was not awarded during the year, as none of the successful candidates satisfied the conditions prescribed.

(c) THE HANDWRITING AND DICTATION TEST FOR UNDERGRADUATES.

One thousand eight hundred and ninety-four candidates appeared for the test that was held in May, and 1,024 for the test held in December as part of the Upper Secondary Examination, and 467 of the former and 274 of the latter were successful.

(d) EXAMINATIONS IN CONNECTION WITH THE SUBORDINATE MEDICAL DEPARTMENT.

There were twenty vacancies for the grade of Civil Medical Pupil, and the number of applicants for admission to the competitive examination for this grade was 25. As in the previous year there were no Muhammadan applicants. The general educational qualification required in the case of candidates for the grades of Native Military Pupil and Madras-Burma Hospital Assistant Pupil having been lowered by Government, the great majority of the candidates for the competitive examination for these grades, for which there were twelve and twenty-five vacancies, respectively, were men who had passed the Lower Secondary Examination. For the grade of Military Pupil, Assistant Surgeon Branch, fourteen were examined and ten were selected.

(e) SPECIAL TEST EXAMINATIONS.

For these examinations, 5,411 candidates in all registered their names, 4,600 presented themselves for examination, and 961 passed. The numbers that were registered and examined and that passed dur-

ing the previous year were 5,117, 4,386 and 1,206, respectively. The results were again very poor in the case of the Precise-writing test, in which only 123 out of 1,854 examined, or nearly 7 per cent. were successful against 9 per cent. in the previous years.

(f) SPECIAL TESTS FOR OFFICERS OF THE SALT, ABKARI AND CUSTOMS DEPARTMENT.

For these tests, 232 candidates in all presented themselves, of whom 141 were successful against 267 and 166 respectively last year. The results were good on the whole, except in the case of Test F—Excise, in which the percentage fell from 59 to 35.

FINANCE.

The receipts of the Commission amounted to Rs. 75,032, or Rs. 1,00,361 less than in the previous year, the difference being due to the loss of fee-income caused by the abolition of the Primary and Lower Secondary Examinations. This fact accounts also for the reduction in the expenditure which, inclusive of refunds and of the charges for printing work done at private presses, amounted to Rs. 84,109 against Rs. 1,37,200. The accounts for the year show deficit of Rs. 9,077, which is, however, merely nominal, as so large a sum as Rs. 25,352 was paid during the year to meet charges on account of the Primary Examination held during 1904-1905 and the allowances due to the Chairmen and their establishments until 31st August last when their offices were finally abolished. Against this charge there was a fee income of Rs. 10,191 received for the issue of certificates.

The Committee appointed by the Calicut Municipal Council to report on a proposal for establishing a weaving school in Calicut has reported favourably, but before deciding to open a school, the Council proposes seeking information from Mr. A. Chatterton and Mr. G. Subramanya Iyer of Madras, and Mr. Mudolkhar of Amraoti, as well as certain Municipal Councils which already maintain weaving schools.

The tenth anniversary of the Wardlaw College Athletic Union, Bellary, and the annual sports in connection therewith, came off recently. The programme of sports, consisting of various events, such as flat race, high jump, long jump, obstacle race, bicycle race, blindman's buff and tug-of-war, was gone through and all the events were well contested. The Secretary then presented his annual report, which was a record of substantial work done under the presidency of Mr. J. P. Cotelingam, M.A., who, in spite of his duties as Principal and in spite of much personal inconvenience, was able to take more and more continued interest in the Union and direct its affairs. Miss Cre of the London Mission Society, gave away the prizes.

ACCORDING to the present educational rules, the Calicut Convent School has been divided into two schools—one for poor Europeans and the other for Indians. The Roman Catholic School, styled St. Joseph's Boys' School, is one of the oldest institutions, formerly known as the Brothers' Schools. A meeting of the Eurasian community was held at this school. It was proposed to divide the Boys' School also into two. It was decided to divide the school from the beginning of January next. The Indian pupils of the school are to be separated and united with the pupils of St. Peter's Mixed School at Chali, which institution is to be shifted from Chali to some central place in the town.

The Government of Madras have accepted the offer of Mr. M. Jagannivas, Mangalore, to endow a prize to be called the "Narasinga Row Prize" in connection with the Government College at Mangalore, and have called for a formal application under the Charitable Endowments Act for vesting the endowment in the Treasurer of Charitable Endowments and for settling the scheme for the administration of the property. The offer of Mr. G. Ramanatha Iyer, Pleader, to endow a prize to be called the "Kamakshammal's Prize" in connection with the Government Girls' School at Ongola has also been accepted, and a similar call for a formal application has been made.

The following is an extract from the Review by the *Madras Mail* of the Report of the Veterinary College, Madras:—

The Madras Veterinary College worked well during the year. The teaching staff was strengthened by the appointment in January, 1906, of a third lecturer. The students of the first and the second year classes did well at the annual examinations conducted by Major W. D. Gunn, Superintendent, Civil Veterinary Department, and *ex-officio* Principal, and all of them obtained promotion, excepting one of the students of the latter class. A fresh batch of 30 students, instead of the usual number 20, commenced their term in January, 1906. The students receive instruction free of charge, and 30 of them (ten in each class) hold scholarships sanctioned by Government. A hostel with boarding accommodation for 25 students was attached to the College during the year. All this is very satisfactory and reflects credit on Major Gunn, and when the College turns out its first batch of trained students, we may look for a large expansion in the scope of veterinary operations.

UNDER instructions from the Director of Public Instruction, an Educational Conference, consisting of the Inspector of European and Training Schools, and the Inspectresses of the Northern, Central, and Southern Circles, was recently held at the Old College, Nungumbaukam, Madras. The Conference was held chiefly for the discussion of rules in connection with the certification of teachers, male and female.

in European Schools in the Presidency, consequent upon the introduction of the New Code of Regulations for European Schools. The recommendations of the Conference, which are at present confidential, have been sent to the Director of Public Instruction for his approval.

SOME time ago there was some idea of opening a Forest school in Travancore for the training of Forest subordinates. The idea has now been definitely abandoned as too costly, and through the interest of Mr. Carr, the British Resident, the Coimbatore Forest School has consented to the admission of Travancore pupils for training. The school trains Deputy Rangers, Foresters and Guards, and this year there are vacancies for two pupils. Mr. Bourdillon will be requested to select two likely candidates.

AN ordinary meeting of the Georgetown Elementary Teachers' Association was held recently in the Muthialpet High school Hall, with Miss Parsons, B.A., L.T., Assistant Inspectress of Girls' Schools, in the chair. Over 200 teachers were present and the attendance was very encouraging. A few girls from the Arya Pathasala sang songs. Then followed an address by Mr. G. Manikam Chettiar, B.A., L.T., on the subject of moral instruction in schools. An animated discussion followed the address, in which Messrs. K. C. S. Anantanarayana Iyer, B.A., L.T., M. Subramanyam, B.A., L.T., C. S. Ramaswamy Iyer and others interested in education took part. The Chairman's speech, which contained many valuable and practical hints, brought the meeting to a close. As an encouragement to teachers, the Association has offered a reward of Rs. 2 each for the most practical essays written by its members in Tamil and in Telugu on the subject: "The means at the disposal of the teacher to improve the morality of his pupils."

THE following resolutions were adopted at a Special Meeting of the Trichinopoly Teachers' Association in connection with the issue of recent Educational Rules and Grant-in-Aid Code:—

I. That in case of boys coming with leaving-certificates from Elementary Schools, there should be an examination conducted by the Secondary School into which admission is sought, in lieu of the production of a certificate marked "good" as per foot-note to Chapter IV of Grant-in-Aid; as the latter arrangement cannot be satisfactorily carried out by the existing, or even by a largely augmented staff of School Inspectors. *Nem con.*

II. That the needs of villages and small towns unable to maintain complete Secondary Schools should be considered, especially as there is practically no provision for the boarding of Hindu and Mahomedan boys away from their own homes. We therefore consider that incomplete Secondary Schools—affiliated to complete Secondary Schools

—be permitted to exist in places approved by Government. *Nem con.*

III. That the Grants-In-Aid of both Elementary and Secondary Schools be in some fair proportion to the expenses and efficiency of the schools. The present Code gives no encouragement to the larger and better staffed Elementary Schools, and throws a too heavy burden on the management in the case of both Elementary and Secondary Schools. *Nem con.*

IV. That in view of the backward state of Female Education in India and the need for its encouragement, the liberality shown by Government in the matter of Female Education in the past, should be continued. *Nem con.*

V. That the regulation permitting Grants-In-Aid to be drawn only at the end of the year for which they are due, will act as an insupportable burden on private institutions, especially those Missionary bodies maintaining a large number of institutions—Colleges, Secondary and Primary Schools. We therefore recommend that the grants be drawn monthly as heretofore. *Nem con.*

VI. That the same concession granted to backward classes for Elementary education be extended to them for Secondary education; and that a reasonable proportion of free scholars or assisted scholars be permitted in Secondary Schools in calculating the fee-income; and that the same system of assisted scholarships in schools and colleges which prevailed in the past, be continued. *Nem con.*

VII. That leaving-certificates should be maintained in the case of Elementary Schools. *Nem con.*

VIII. That these resolutions be type-written and sent by the Chairman to the Director of Public Instruction and to His Excellency the Governor of Madras and to the leading papers.

BOMBAY.

THE *Tribune* writes:—In the death of the great stock-broker, Mr. Premchand Roychand, India loses a great benefactor and philanthropist. A well-known figure in the business circles of Bombay, Mr. Premchand was once a great power in the province of his birth where he has expired at the age of 75. Educated in the Elphinstone Institution, Bombay, at the early age of sixteen he started business in a small way but gradually amassed a large fortune. The American War caused a boom in cotton, and Premchand gained huge sums: peace came, and with it the crash, and left him a total bankrupt. A genius as he was, Premchand once more built up a great fortune. It is not, however, as a man of business and wealth that Premchand's name is known to his countrymen. His charitable and philanthropic donations came up to Rs. 3,000 a month, but it was his educational endowments that brought him well deserved renown—six lakhs towards the establishment of the Bombay University and three lakhs to the Calcutta University for Prem Chand Roy Chand Scholarships. It was given to him to see his name

so well-known among his countrymen that many of them hardly knew at his death whether it was the great educational benefactor who was still in the land of the living. The news will be received with considerable regret everywhere.

BENGAL.

Miss Hiranmayee Sen, B. A., has as a special case been granted a scholarship of Rs. 25 for a period of eighteen months from 1st July, 1906, subject to the usual conditions of good conduct and satisfactory progress, to enable her to continue her studies for the M. A. degree. The scholarship is made tenable at the Bethune College, Calcutta. A special senior scholarship of Rs. 15 a month is also granted to Srimati Hemaprobha Bhuyan tenable for two years from the 1st June, 1906, at the Bethune College, Calcutta, on the usual condition of good conduct and satisfactory progress.

GOVERNMENT is apparently slowly waking up to its responsibilities in respect of education in this country. The Secretary of State has now sent out a highly qualified man to find, or, if the search prove vain, to found, a Training College for school teachers in Bengal. He is at present wandering about trying to discover a suitable site for the proposed college; and we can only hope that his own intellectual attainments—he obtained a first class in "Greats" at Oxford and was a Craven Scholar—will not make him impatient of the slowness and circumlocution of official methods in India. His name is Richard S. Varley.—*The Statesman*.

It is said that the Director of Public Instruction, Bengal, has selected Babu Haradhan Bose, of the Educational Branch of the Bengal Secretariat, to be his Personal Assistant.

Mr. E. B. Havell, Principal, Government School of Art, and Keeper of the Art Gallery, Calcutta, has been granted by His Majesty's Secretary of State for India, an extension of furlough for one year.

THE following Resolution on the establishment of a Mahomedan Hall at Dacca, appears in the *Eastern Bengal and Assam Gazette* :—

The following Resolution which was drafted by Sir Bampfylde Fuller has the full approval of the Lieutenant-Governor, and is issued for general information :—

"The Provincial Mahomedan Association has approached the Lieutenant-Governor with a scheme, which, having for its object the improvement of education, must commend itself to sympathetic consideration. In its essentials, the proposition is to establish a Mahomedan Hall (or hostel) as an adjunct to the new Dacca College, where Mahomedan Undergraduates, entered at the College would not only have the advantage of the College lectures, but would be brought under religious, moral

and social influences. The Hall would be an aided, not a State, institution, and would be managed by a Special Council or Committee. Following, as it were, the lines that have been so successful at Aligarh, it would be under an English Provost, who might also conveniently be a Professor on the staff of the College, and would draw part of his remuneration in the latter capacity. He would be assisted by some house masters, whose duties it would be to superintend the boarding house, to stimulate games and athletics, and to assist the students in preparing for lectures. It seems probable that the last mentioned of these functions is of great importance, and that the reason why so many students fail to gain degrees is the lack of personal attention. There would also be a religious instructor.

2. These remarks are, however, only intended generally to indicate the arrangements which the Association is understood to favour, and it is desirable that the scheme should be considered in detail by a Committee of gentlemen who would bring to bear upon the proposal educational experience and special knowledge of the wants of the Mahomedan community. The Lieutenant-Governor has accordingly decided to appoint a small organizing Committee consisting of the following members :—

H. LeMesurier, Esq., C. I. E., Commissioner of Dacca, H. Shap, Esq., Director of Public Instruction, C. Browning, Esq., Principal, Dacca College, The Honourable Nawab Khajah Salimullah Bahadur, C. S. I., Nawab of Dacca, Khan Bahadur Nawab Ali Chowdhuri Abdul Majid, and Khan Bahadur Serajul Islam.

In referring to these gentlemen the consideration of the scheme, the following points are indicated as those principally needing their attention :—

(i) The number of students for whom provision should be made at the outset and the number which the Hall may be expected eventually to include.

(ii) The rates at which fees should be levied it being borne in my mind that the object of the institution is to turn out gentlemen, but that in view of the general conditions of the Mahomedans of Eastern Bengal the rates of fees should probably be substantially lower than those in force at Aligarh.

(iii) The staff which would be needed and its cost.

(iv) The accommodation which would be needed for boarding houses and class rooms for preparation, and style which should be followed in building.

(v) The capital outlay which would be incurred upon buildings and site, including the provision of a play ground, the extent to which this outlay would be met by subscriptions, and the amount which would be contributed by Government.

(vi) The total annual recurring outlay in maintaining the Hall, extent to which this would be provided by interest on endowments and the amount of the grant-in-aid which it would be necessary to contribute from provincial revenues.

3. The Lieutenant-Governor is prepared to offer as a site for the Hall a plot of Government *khas* land which lies in the vicinity of the new College.

ago. One morning the new professor, Mr. Jones, on taking his place in the class-room found some objectionable remarks about him written upon one of the walls. On enquiry as to the perpetrator's identity the students assembled denied all knowledge of the writer. Mr. Jones thereupon fined all the members of the College two rupees apiece. This action has given rise to much grievance and agitation on the part of the students and their friends. They have petitioned the Council for a reduction of the fine on the grounds that they are ignorant of the writer's identity and that all the members of the College should not have been fined. The question is under consideration of the governing body, and the results 'is' awaited with some excitement. Prior to this episode the students had written *Bande Mataram* on the Professor's desk on the first day he commenced his duties. It is difficult to say whether this affair was the thoughtless action of a mischievous student or else a preconceived insult fostered by disloyal malcontents.

An organisation of students of both the Colleges (The Morris and the Hislop) and the High Schools in Nagpur has been called into existence, under the title of Vidyarthi Samaj, by the students themselves. The Association seeks to promote the physical, moral and other interests of the student-class of Nagpur and also endeavours to infuse among them a spirit of unity and co-operation. It has already organised a Lecture Series and is endeavouring to establish a gymnasium, conducted on national lines for physical culture.

UNITED PROVINCES.

SIR James La Touche opened at Aligarh the new Muntaz Boarding House at the College and presented Nawab Mohsin-ul-mulk with the Kaiser-i-Hind gold medal. He also received and replied to a memorial from the raias and zemindars of the Agra Province, asking for legislation to preserve their ancestral estates. He discussed, with the Lyall Library Committee, measures for improving the library.

CONSEQUENT on the retirement of Mr. T. C. Lewis, Mr. C. F. De La Force, Assistant Director of Public Instruction, United Provinces, has been appointed Director.

THE immense service which well-conducted Reformatory Schools can render in checking crime has long since received the recognition which it deserves in this country, and it is very satisfactory to see from the Report on the Reformatory School at Delhi for 1905 that the institution is doing excellent work. The number of boys during the year was 44. The rules regarding the admission and detention of youthful offenders have recently been relaxed, and none too soon, for there had been only eight admissions since the previous January. With the in-

creased discretion now allowed to Magistrates a more rapid increase in the population of the school may be expected. The Report contains particulars of the classification of the boys according to age and religion. The school rules provide also for a subdivision of the senior and junior divisions and the separation from the others of those boys who appear to have marked criminal propensities or whose parents are habitual criminals. The committee of visitors have, however, not found it possible to arrange for this separation, but all such boys on admission are given a blue cap, as distinguished from the white of the others, the significance of which they readily understand when it is explained to them that a change from the blue to the white cap can only be effected by continued good conduct and industry. The boys are reported to be generally well-behaved, though there was an increase over the previous year in the number of punishments inflicted. The general health of the boys was good, and ample opportunities were afforded for recreation in the way of football, cricket, and other games, which they appear to enjoy keenly. In brief, there are in the Report ample proofs of energy and thoroughness in the conduct of the school.—*The Statesman*.

PUNJAB.

RECENTLY the first year class of the Lahore Medical College has been transferred to the Government College, where will be imparted instruction in Physics, Chemistry and Botany. The Preliminary Scientific Examination for the L.M.S. that has been held after a two years' training in the Medical College will now be held after one year's course in the Government College.

SANCTION has been accorded to the construction of a new school building and boarding-house for the Government O'Brien High School, Mianwali, at a cost of Rs 28,216.

THE Government of India have this year allotted to the Punjab two technical scholarships tenable in Europe or America for the study of tanning and iron work. Last year the scholarships were given for tanning alone.

THE Director of Public Instruction, Punjab, is taking preliminary steps towards opening a sixth Normal School, with a Model School attached, in the Punjab. It will probably be established at Gurdaspur, which place appears to be admirably suited to such a school, since the difficulty in obtaining suitable sites for the buildings, play-ground, and more especially, an agricultural farm, will probably not be so great as in other headquarter towns of the Amritsar Circle.

NEPAL.

SIX or seven Nepalese students have returned from Japan with certificates of technical qualifications. The students underwent in Japan training

School.—S.E.W. contributes more aphorisms from the series of Educational articles in the *Times*. As an article on the *Personality of the Teacher* appears elsewhere, we may note that Mr. A. C. Benson considers that the three qualities most important in combination are kindness, strictness, liveliness. Miss Hardingham writing on *Humane Mathematics* takes up the question of chance. She remarks that to-day the practical bearing on life of all school subjects is closely examined, and that it is therefore curious that the chapter on chance, a very practical subject, has disappeared from school algebras and has been relegated to the higher text-books. In this article she discusses some common fallacies enter-

tained by gamblers and others, and she thinks that no means of checking gambling is likely to be so effectual a deterrent as a clear explanation of the nature of the processes involved. Mr. Gustav Hein in *Four Hundred Years of a University's Life*, tells the story of Aberdeen University. He passes very lightly over its earlier years, and begins to write in detail from the date of the Union of the King's and Marischal Colleges (1858). The greater part of the article deals with the Quatercentenary Celebration of which an account appeared in our last month's issue. Mr. C. H. Spence, Head of the Modern Side, Clifton College, writes on *Modern Side Latin*. In his opinion Latin should be a compulsory form subject in all the Lower forms of a Modern-Side, since it is required for many examinations which Modern Side boys have to pass, but Latin should not be compulsory for all boys for the whole of their time at school. For the Modern Side (1) Accidence should be reduced to the simplest and shortest form; (2) Syntax should be based on the analysis of the sentence; (3) The main part of the work should be Translation, which should be mostly unseen and *viva voce*; (4) Great attention should be paid to the acquiring of a vocabulary. The Rev. A. A. David writes on *Church Policy in Secondary Schools*. Mr. A. J. Pressland writes on a subject that is attracting considerable attention just now, *Educational Museums*. Of the sixty-six in existence, Germany has thirty-two and England but two. In proportion to population Switzerland is best provided for, with one museum to every half million people. France probably possesses the best equipped and best organised of the museums..... "There is a great difference between an educational and a school museum. The latter is too often a collection of cheaply acquired curiosities; the former gives a complete picture of the state of foreign and home education. It is not confined to an exhibition of school books; furniture and equipment, acts and official papers, the work of the pupils above all should find a place in an educational museum." There is a description of the National Museum at Brussels, and of the varied functions of a museum. The whole article is based on a publication by Max Hübner, who says that in Great Britain a prominent museum for education and instruction is lacking. The same is the case with the colonies. The school illustrated this month is the Manchester High School for Girls; founded in 1872, opened in "1873, this was one of the earliest of English High Schools (for Girls; it is now one of the largest and most distinguished. Mr. H. Bompas Smith writes on *Individualism in Education*. He begins by finding fault with a speech delivered by Mr. Wyndham after opening some new buildings in the county

It was reported to the last meeting of the Council that botanical specimens are being supplied to 378 departments of Council schools, to three institutions, and to classes organised for the training of teachers. During the month 420 boxes were despatched, containing 220,000 specimens. The total number of specimens supplied during the year amounted to 4,754,500 and comprised material required for all purposes from brushwork in infants' schools to advanced and critical work in senior schools and science classes for teachers.

A GRATEFUL "old boy" of the Belfast Royal Academy and Academical Institution, Sir Donald Currie, has presented £3000 to these foundations—£2000 to the first and £1000 to the second.

Mr. Rirrell has decided to permit elementary schools to include rifle shooting in their curriculum.

DUBLIN women students will benefit exclusively by the Dublin degree fees paid by certificated students of the Oxford and Cambridge Women's Colleges during the last two years. The question is being discussed whether the University authorities will, as was originally contemplated, withdraw the privilege when its own women students are ripe for graduation. It is urged that it would be undignified not to do so—on the other hand, to persist in the present course would be not only logical but decidedly profitable.

Rhodcs Scholarships are at a discount in America, it is reported, and there is a difficulty in getting the annual allotment taken up. The explanation offered by a contemporary is that "the young American is in such a hurry to get rich that he grudges the years spent at Oxford in acquiring knowledge instead of dollars; and so it is that, now that the first fervour of novelty has worn off, the candidates are fewer than they used to be." There is possibly another explanation—that facilities for research work are already abundant and easily accessible in America.

BISHOP Welldon, addressing a company of High School girls, said when he saw women smoking or parading the street in knickerbockers, or coming into church without hats or bonnets, he did not feel that these things were so wrong. What he felt was that they showed an extraordinary poverty of mind. Women were not meant to be like men. They were meant to be better.

THE Oxford University has completed arrangements to provide a complete course of instruction in Scientific and Practical Forestry and to grant a diploma in Forestry to successful students. The

course is recognised by the Secretary of State for India. It includes special instruction by Professor Schlich and Mr. Fisher, formerly of Cooper's Hill College. Two years of this course are taken at Oxford and a third on the Continent. The selection of candidates for the Indian Forest Service is at present done partly by an examination held by the Civil Service Commissioners and partly by nomination. Recruiting for the Forest Departments of Ceylon and the Malay States is effected on lines similar to those applying to the Forest Department in India.

MR. D. DAVIES, M.P., gives another practical proof of his interest in education in Montgomeryshire by offering to pay the expenses of four intermediate and six elementary school teachers to America to attend the Mosely Conference and Commission and study American methods of teaching. Mr. Davies's offer is conditional on the County Council paying the salaries of the teachers while they are away and providing substitutes during their absence.

THE University of Leeds has conferred the Honorary Degree of LL.D. upon Lord Wenlock, a former Governor of Madras.

THE Board of Education is issuing the second part of the series of special reports on the school training of women for their home duties. Domestic science looms largely in all the schemes set out. Belgium attaches importance to hygiene and the elements of practical medicine necessary to the mother of a family. Switzerland, Norway, and France attach importance to food values as well.

THE Special Board for Mathematics in the Cambridge University notify that they have modified their recommendations as to the alteration of the Mathematical Tripos, especially with a view to increasing the security that it shall be possible for the weaker candidates to obtain honours in Part II without undue difficulty. The Board adhere to their decision that the successful candidates shall be arranged alphabetically in classes, and not in individual order of merit as at present—an arrangement which extinguishes the Senior Wrangler.

NEARLY seven million pounds have been spent on teachers' training colleges in the last forty-two years: just over one million of this has been raised by pupils' fees, about three-quarters of a million by private subscriptions, and the remaining five millions and more have come from Treasury grants.

THE Rev. John Clifford, M.A., LL.B. (Hons.), B.Sc. (Hons.) London, has been bitterly attacked by a daily contemporary for accepting an honorary D.D. degree conferred upon him by an American theolo-

gical institution of no great repute as a seat of learning. Mr. Clifford's explanation is straightforward. The degree was conferred upon him unasked as a compliment to his position as leader in England of the denomination which supports the institution in question, and, the conferment becoming known, Mr. Clifford was habitually addressed as "Doctor."

As a matter of fact, twenty-three years ago, when the degree was conferred, no English University would give a Divinity degree to a Nonconformist. Such degrees are now accessible at London, at Manchester, and in Wales. Henceforth there will be little excuse for the acceptance of doubtful American degrees by Nonconformist ministers. A prominent Liverpool preacher, Mr. C. F. Aked, by the way, has just publicly renounced a D.D. conferred upon him years ago by Temple College, Pennsylvania.

Bogus degrees are the inspiration of some amusing stories in the *May Grand Magazine*. The compiler has, however, missed the Glasgow sweep who received an LL.D. diploma in settlement of his account for bed and board from an impecunious lodger—the agent of an American "University."

LONDON University paid £29,788 into the Bank in the year 1901-2; in 1905-6 the corresponding payments were £94,018. This looks healthy, but it must be borne in mind that new sources of revenue have been tapped and new responsibilities undertaken in the interval. The L.C.C. grant accounts mainly for the additional income: the charge of the University Extension Work in London and the transfer of Goldsmiths' College and provision for training of teachers are the chief extra outlets for expenditure.

APPLICANTS for entry to the University by way of the Matriculation and School Leaving Examinations increased from 6666 in 1904-5 to 8799 in 1905-6. In the same time the percentage of failures in these examinations increased from 50.7 to 57.8 per cent., so that the actual entries in the latter year were 400 less than in the former. For the entry examinations held in June the field of candidates was 3800 as against 3690 in June 1905.

In 1905-6, from all sources, including registration, there were 3105 entries to the University. Reference to an old *University Calendar* shows that in 1851 the total number of undergraduates of all standings was 936.

An alarming time-table of studies for a ten-year old boy was recited by Lord Reay at the George

Buchanan Quater-centenary last month. Buchanan was tutor to James VI and I. After morning prayers the royal pupil read Greek (the New Testament, Plato, or Plutarch), and he was exercised in the rules of grammar. After breakfast he read Cicero, Livy, Justinian, or modern history. In the afternoon he applied himself to composition, and, when time permitted, to arithmetic or cosmography, which included geography or logic and rhetoric.

"BUTLER major" received eight prizes on Harrow Speech-day. This was excellent, of course, but much is naturally expected of the son of the Master of Trinity and his wife, who was first in the Classical Tripos of 1887, besides being daughter of the learned historian whose two big volumes on *York and Lancaster* are prescribed for London University Intermediate Arts, 1907.

Mrs. Montagu Butler edited *Herodotus, Book VII*, in the "red Macmillan" series, and with this fact is associated a *Punch* joke of the time and a nickname for her son. The *Punch* picture showed a lady at her desk explaining to a caller that she was "just writing for a crib for Herodotus," where to the visitor, not being a Girton girl, pleasantly replied, "Oh, is that what you are going to call the dear baby?" The dear baby of fact was, of course, promptly dubbed "Herodotus" by the frivolous undergraduate world.

"RELIGIOUS education in Public Schools" is the title of an article by Mr. A. C. Benson in the *National Review*, mainly based on the Eton system. A prefatory assurance of Mr. Benson's is as noteworthy as it is satisfactory: "There is nothing," he says, "that I would more unhesitatingly affirm than that, in the course of the thirty years during which I have been familiar with the inner life of Eton, from first to last the increase in personal religion, and the growth of religious life and religious influences among the boys, has been extraordinarily marked."

FOREIGN (MISCELLANEOUS).

THE Minister of Public Instruction, Queensland, is arranging for the formation of Cadet Corps and Senior Cadet Corps in connection with the State schools in the Colony.

ONE of the most notable signs of the awakening of China is the fact that the Chinese themselves are beginning to educate their daughters. The first girls' school established by the Chinese officials has just been opened at Nanking. Six lady teachers have been engaged, three to teach English and three

Chinese. For many years missionary girls' schools have done good work, but this first Chinese school indicates the dawning of freedom for Chinese girls and women.

THE Russian Council of Empire has considered a Bill providing universal elementary education and granting 5½ million roubles to build schools and increase the salaries of teachers.

SPEAKING at a meeting of the Orange River Colony Legislative Council recently, Mr. Hugh Gunn, Director of Education in that Colony, said that 10,000 native children were at present being educated under the different Church denominations. The natives were determined to have education, whether the Government provided it or not. They willingly paid more in school fees than whites. Their eagerness for education, Mr. Gunn said, was pathetic.

THE "Kneipe" is something so special and characteristic that it is hard to convey a notion of it to the English mind. At a first acquaintance it strikes one as a cross between a drinking party and a prayer meeting. There sits the president at the high or cross table, his sword in front of him as mace of office. At the tables flanking his are the members of the "Kneipe," their books and mugs in front of them; beer barrels in the background. The president smites upon the table with the flat of his sword, the signal for silence, turns the pages of his book, and announces "number 169." There is a rustling of leaves, a pitching of the key, and then a blast of lusty song. So far the prayer-meeting aspect: all is earnest and decorous. But the song ended, the order of the day (or more properly night) is "in die Kanne," to be freely translated as "Drink, brother, drink!" This is obeyed with equal earnestness and gusto. And so the night passes. Song and beer are the staples of the entertainment. There is not much *esprit* in it; variety is somewhat lacking; but it is

hearty and full-blooded, the recreation of a vigorous race.

SCHOOL-BOYS and school-girls will have reason to rejoice, whatever grown-up people may feel, if the efforts of the American "Simplified Spelling Board" meet with success. According to a recent telegram from New York, this august body is exerting itself with a vigour which might easily be expended with greater advantage on some other cause. Spelling reform clubs are formed throughout the country and financed by Mr. Carnegie, the famous patron of free libraries. The generous millionaire before promising his aid stipulated that twenty prominent writers should pledge themselves to adopt the new spelling. His feelings may easily be imagined when, instead of twenty, eight hundred apostles of reform responded to the invitation. The thirty members of the Board include heads of universities, authors, among whom is Mark Twain, and practical business men—in one word, all those classes who stand in most justified fear of the English language as it is. The first endeavour of the reformers will be to secure the universal omission of "unnecessary" letters wherever they occur. Such words as "although," "thoroughly," "cigarette," etc., will in future be spelt, "altho," "thoroly," "cigaret." Thus America vindicates her title to originality and thrift. In future Emerson's land will be famous for high thinking and plain spelling.

JOURNALISM is now taught as a subject in many Universities on the Continent. At Berne a course of lectures is being given on the "editing and news services of a newspaper, with practical exercises," while at Zurich the degree of "doctor" may now be obtained in journalism as well as in other political sciences.

WE are indebted to the *University Correspondent* for many of the above notes.

The Educational Review.

With this number we close this year, which will ever be a memorable year from an educational point of view. It has seen the various Indian Universities remodelling their regulations in accordance with the Universities Act, and the introduction of a New Code for European Schools. In this Presidency a New Grant-in-Aid Code, embodying important changes of policy has been introduced and has been followed by a new set of Educational Rules. These changes alone would make the year a noteworthy one in the history of Indian Education, but the most revolutionary change of all has been notified only during the last few days. We allude of course to the decision to make elementary education free.

By this far-reaching decision a new chapter in the history of Education in India opens. At first there will probably be no startling developments, since the innate conservatism of the people forbids them. Those classes that are educating their children now will continue to educate them in gradually increasing numbers; those classes that do not educate their children will only be very slowly brought to appreciate the advantages even of an education that costs nothing. But there is no doubt that in the long run the establishment of free elementary education will work vast changes, though the present generation may not live to see them. We dwell on this point because there are those who apparently expect to see at no distant date a new heaven and a new earth as the result of this great gift to the people.

The question of compulsory education has been immensely advanced by the decision to make elementary education free.

It has been already pointed out by several that in India we have a reversal of the procedure adopted in Great Britain. There education was first made compulsory, and it was not till several years afterwards that it was made free. This second step was unexpected, and seems to have been taken by a benign Conservative government rather as a move in the game of party politics than in deference to any widely expressed desire for it. However that may be, all roads lead to Rome, and the making of elementary education free undoubtedly is a step, and a great step in the direction of making it compulsory. The latter question is therefore no longer in the air, but must at no distant date engage the serious attention of Government.

There is a tendency in all human affairs to lower the standard of what is free. If bread were given gratuitously by the State

to all applicants it would be of very poor quality. Grumblers would be told that good quality could not be expected when bread cost the purchasers nothing. We hope that the gratuitous elementary education now to be given to all classes will be not worse than that now given, but infinitely better. The standard need not be high, but what is taught should be taught well. The curriculum should be of the simplest and well adapted to the needs of the masses. The question is not what we should like to teach, but what can be properly taught by the average elementary teacher, as he is now and is, for all we can see, likely to be for many years to come. The more thorough training of teachers is

the next great step to which Government must address itself.

When such a great educational change as this is being inculcated, it is but fair to let the Governors of the various provinces know in good time what is being mooted. They can hardly be expected to execute a volte face similar to what accomplished by Mr. Gladstone on the Home Rule Question. In the course of his recent tour Sir Arthur Lawley remarked thus:—

"Dealing now with the question of education, I notice that you make a very advanced proposal to say that we should introduce a system which is unknown, I think, in any other part of India, i.e., compulsory education. Well, in my opinion, I think it is generally recognised that the corollary of compulsory education is free education. Education to be compulsory must be free. That would involve in a country of this magnitude an enormous increase of cost."

It is true that he went on to mention the want of teachers as another argument against compulsory education, but we doubt if His Excellency would have adopted the above line of argument if he had been aware that free Primary Education was to be a thing of the near future.

The Conference was opened by His Excellency the Governor of the Madras Educational Conference. Madras, whose sympathetic speech is a further proof of the interest he takes in education. He reminded the teachers, as they have been reminded at nearly every Conference, that theirs is "one of the most beneficent, the most useful and the most effective occupations upon which a man or a woman can engage." We have not the least doubt that His Excellency spoke with absolute sincerity and from the bottom of his heart. But we

feel constrained to point out that the policy of Government rarely squares with the noble sentiments expressed, and sincerely expressed by His Excellency. The proof of the pudding is in the eating, and a little praise on one day in the year is poor compensation for almost studied indifference during the remaining three hundred and sixty-four. The official mouthpieces of Government speak with a different voice from His Excellency. In the last Budget debate, the remuneration of the Primary teacher was alluded to. His hard case was brought forward, and a plea for an increase of pay made. The official mouthpiece said that an increase of even two rupees per month in the salary of each teacher would mean a large sum, and no hope was held out of any increase in the near future. Teachers do not need honours and rewards, but the Military officer and the Civilian constantly receive rewards and decorations, the teacher hardly ever. If Government wishes to exalt the teacher in the eyes of the people, it must itself show due appreciation of his services.

As usual the Conference debates were a medley of the appropriate and the inappropriate. The leading features. The most practical and useful papers were those by Mr. Theobald on a Provident Fund for teachers and by Miss Gillingham on the Kindergarten Method. In reply to a remark in the course of the Governor's speech that the establishment of a Provident Fund for teachers was exactly one of those objects which the Guild might well undertake with a determination to carry it through, Mr. Theobald pointed out that not even the National Union of Elementary Teachers with a membership of sixty thousand had been able to promote and carry out a pension scheme. Parliament had to be

asked to carry through a Pension Fund Scheme. He remarked very bluntly at the close of his paper that His Excellency had spoken of the future of the nation being in the hands of the nation. What they wanted was more bread and butter in their hands. Mr. Barrow spoke of the very practical scheme of Mr. Bilderbeck, but we would point out that if now, after ten years, absolutely nothing has been done, it cannot have been very practical. He spoke as if Managers were willing to contribute to some such scheme. The plain fact is that they are not willing. But of all the inept remarks on this subject, Mr. Lakshminarasu Naidu's idea must bear the palm. He suggested that the University from its large balance of five lakhs, should contribute two or three lakhs to a Teachers' Pension Fund. Why should it? Mr. V. Krishnaswamy Iyer is doing his best to induce the University to spend its surplus funds on what we, with all our sympathy for teachers, must call a far more appropriate object, the establishment of University laboratories and University professorships.

We are in sympathy with much that Mr. Dandayudapani Iyer of the Christian College said in his paper on Indian Educational and National ideals. There must be very strong reasons to justify a system of education that is based on a foreign language, foreign ideals, and foreign methods. At first sight such a system seems monstrous and absurd, but if we find it in operation we must reasonably conclude that the arguments in favour of its adoption must have appeared overwhelmingly strong, as we know they did to Macaulay and his contemporaries, the members of the Government which decided in favour of Western Education. But it is clear

that the national feeling will have to be allowed for.

Mr. Saminadha Iyer's paper on Education and the State was ill-judged and might have done much sharply to divide the Conference. We cannot, in these notes go into the question now, but we have indicated clearly at various times our desire to be tolerant and our wish to meet all real difficulties imposed by the present system, but we cannot think that Mr. Saminadha Iyer's paper was happily conceived. It gave Mr. D. Lazarus an opportunity to demand the Disestablishment of the Church of England!

To this Mr. T. R. Ramanadha demurred, and Mr. Panchapagesa Iyer sensibly remarked that it would be much better to obtain the funds needed for the spread of education by diverting for that purpose the funds of Hindu Mutts now largely wasted. This we think will be the general opinion.

Mr. Mayhew found himself in rather an awkward position when he presided over the session in which Mr. T. S. Venkata-

ramana Iyer of the Coimbatore College spoke on 'Perils to Aided Education.' This is a topic which can be usefully treated from many points of view, but the speaker, ignoring all aspects but one, severely attacked Government for its unfriendly and unsympathetic attitude. Our readers will not regard us as out and out champions of the Department, but we doubt if these Educational Conferences are the proper place for these manifestoes. Continued indulgence in them will mean the withdrawal of all educational officers from participation in these Conferences, a result which we should deplore. Further this paper gave another opening to the irrepressible

Mr. Lazarus which he was quick to seize. He roundly declared that the aim of Government was to give a death-blow not only to aided but to all private schools. We have ourselves spoken in strong terms of the new Grant-in-Aid Code, but we are glad to see that the great majority of the speakers did not agree with Mr. Lazarus. The Government have, in our opinion been seriously misled by the Head of the Educational Department, and have in ignorance sanctioned a Code which will need very careful working of serious harm to education is to be avoided, but to say that it is the deliberate intention of Government to root out aided education and private schools is in our opinion going far beyond the facts. It was an awkward position for Mr. Mayhew, from which he extricated himself with considerable skill. We would ask the officers of the Teachers' Guild under the auspices of which this Annual Conference is held, if experience has not proved the desirability of requiring an outline of every paper to be submitted before hand for approval. This regulation may obtain now: we do not know if it does or does not. But if it does not, it is clear that it ought to. Twice this year a few speakers have almost succeeded in making the Conference a laughing stock.

We said in a previous note that honours do

not often fall to the lot of Mr. Theodore Morison and the Council of India. Since we wrote those words the announcement has been made of the one exception which proves the rule. Mr. Theodore Morison, late Principal of the Muhammadan College, Aligarh, has been selected to fill a vacancy in the Council of the Secretary of State for India. In thus going outside the official circle Mr. Morley has taken a bold

step upon which he may be congratulated. Mr. Morison may be considered as a representative of Muhammadan interests. Probably the very able letter that Mr. Morison wrote to the *Times* in reply to Mr. Hyndman's strictures had much to do with his selection, though he has long been known as a close student of Indian politics and economics. We are not concerned here with his suggestion that a whole province should be manned by Indian Civilians, a proposal which has been unfavourably commented on by the Anglo-Indian Press. What we do feel is that his appointment is a deserved recognition of the splendid work he accomplished at Aligarh.

We were rather surprised to read in the papers that the energetic Chaplain of Trichinopoly had managed to secure for his school a grant of Rs. 150 from this Fund. The note in the papers stated that while the current account had been lost, the funded securities amounting to Rs. 18,000 were safe. We doubt if such a case as this can by any logic be held to be a fitting case for relief from the above Fund. The Committee of the Fund announces in its advertisements that it will be able to relieve only the most necessitous cases. Further, we doubt if any contributor to the Fund had in mind any other thought than that he or she was contributing to relieve cases of severe personal distress. An even more glaring case has been mentioned to us of a local European School, which lost only a few hundred rupees in current account and has recently received a legacy of over half a lakh, also receiving a grant from the Fund. In this case too the grant was secured by the activity of a chaplain. Either cases of absolute personal distress are hard to find—in which case the Secretaries of the Fund will

not be able easily to dispose of the large sums already contributed—or, as seems far more reasonable, an improper use has been made of money contributed for different purposes. It is perhaps not amiss to suggest that the schools referred to should disgorge.

Four first-rate educational problems are awaiting solution in different parts of the world, and some are giving rise to international friction. The first we will only mention, the question of Higher Education in Ireland. A plan which Irish Catholic laymen seemed disposed to accept has been banned by the Bishops. In England the House of Lords made large alterations in the Educational Bill sent up from the Commons. Mr. Balfour in perhaps the most clever speech he ever made, told the Junior Constitutional Club that the Lords merely made effective, put in black and white, the opinions as to religious education expressed by members of the Government. Mr. Balfour very likely scored, as he has so often done, a dialectical victory, but victories of this sort are often Pyrrhic. The House of Commons refused to consider any of the Lords' amendments. The House of Lords has stood firm, and accordingly the great Education Bill of 1906 is dead. The waste of time, trouble and temper has been immense. Apparently the nation is now in for a religious strife more better and more extensive than the present generation has seen. The pity of it!

Sir Henry has spoken of finding a way out of the difficulty, but it is difficult to see what can be done except to appeal to the country. This the Government, with only twelve months of office behind and a heavy programme of work in front of them, are

naturally unwilling to do. With the Referendum method adopted by Switzerland, the difficulty could be easily solved. The Liberals claim that the Bill was produced in answer to the will of the country as expressed at the last General Election. The Conservatives deny, and we are inclined to think, rightly deny, that any such mandate was given by the country. Fiscal Reform and Chinese Labour were the two burning questions.

An acute difference has suddenly arisen between Japan and the United States of America. Citizens of San Francisco absolutely refuse to allow in their public schools the children of Japanese who have under treaty rights entered the country. The whole Pacific Coast supports San Francisco. The constitution of the United States apparently gives the President little power of interference in a matter of this kind. He can argue and beseech, but cannot command. We see here a repetition of our own difficulties with regard to self-governing colonies in the matter of their treatment of coloured races. S. Africa and Australia are cases in point. The danger is that the Japanese, who, always a proud people, are flushed with pride at their victory over Russia, may resort to extreme measures in proof of their displeasure. So far however the Japanese have recognized the extreme difficulty of President Roosevelt's position and have behaved exceedingly well.

The national feeling is causing trouble in Polish Schools. The German Government has long sought to germanize the part of Poland seized by it in the division of that unhappy country and in its efforts has frequently acted with less tact and wisdom than circumstances required. It recently issued an order

The Educational Bill.
The outlook.

that religious teaching in Polish Schools was to be given in German. A serious agitation resulted. The Poles complain bitterly that children ought at least to be allowed to pray in their native language. "The children throughout Poland refuse to answer questions in German in the religious instruction classes, preferring to be kept in and even flogged." In one provincial Government alone, 20,000 children have refused to accept religious instruction in German. Unhappily the bomb-thrower has been at work. Our last few notes bear melancholy witness to the damage done to education by the evoking of religious or national passion.

We have more than once alluded to the Pachaiyappa's long delay in filling up the vacancies in the Board of Trustees of this Institution. We learn from the *Hindu* that the following gentlemen have been elected Trustees of Pachaiyappa's Charities to fill the three vacancies that had long been left unfilled:—Mr. C. V. Kumarasami Sastriar, Judge, City Civil Court; Rao Bahadur V. A. Parthasaradhy Mudaliar of the Forest Department; and Mr. N. Ratnasabapathy Pillai, retired Executive Engineer. Our contemporary proceeds to remark:—"All these are gentlemen of capacity, each in his own field of work. They cannot, however, claim any special acquaintance with educational matters, and it is to be noticed that none of them is a Member of the Senate of the Madras University. The Members of the Board of Trustees, who are the Directors of an important College in the City and of other scholastic institutions in the City and the Mofussil, do not evidently appreciate the suggestion that has been made to them of the desirability of having among themselves one or two educationists or persons who may

claim more than a superficial acquaintance with educational matters." We would go further. As it is well known that it is the policy of the University to have Managing Bodies largely composed of experts with adequate representation of the Principal and Staff, we venture to express a hope that the Board of Revenue will decline to accept the above nominations and press for the selection of educational experts, one of whom should be the Principal of the College and another a senior member of the Staff. It is often urged in excuse for the motley character of the Board of Pachaiyappa's that there are charities to be administered as well as the affairs of the College and High Schools. In answer to this we have yet to learn that a College Professor is less qualified to administer these charities than a Forest officer or retired Executive Engineer.

For thirty-five years Mr. Rungiah Chetty Retirement of Mr. Rungiah Chetty has been associated with the Christian College and after this long period of honourable and arduous toil the time has come for him to say 'good-bye.' On the 29th ultimo a farewell meeting was held at the Anderson Hall. The College Pundits presented an address in which they spoke of his case for their interests and his devotion to his work. "There is no Telugu student in the country who does not bless your name for your lifelong and signal service in the cause of his mother-tongue." Dr. Miller entirely associated himself with the sentiments set forth in the address, and expressed his deep regret that the time had come when Mr. Rungiah Chetty could no longer fill the situation he had so long filled with honour to himself, gratification in his colleagues and great benefit to those that had been under his care.

Dec. 1906.]

Praise from Dr. Miller is praise indeed. In his reply Mr. Rungiah Chettiar incidentally mentioned that he had declined to accept offers to enter Government service. We join with his colleagues in all good wishes for Mr. Rungiah Chettiar's happiness in his retirement.

The Hindu College, Tinnevely, would appear to be another institution, the management of which stands in need of reform. We are told that the Managing Body consists of twenty-four members, of whom only about six have received an English education. Such a body is unwieldy and apt to split up into factions. We do not see any

necessity for a greater number of managers than nine, or at most thirteen. It is not easy to see how men who have little or no knowledge of English can pretend to guide the destinies of a College. Surely there are in Tinnevely sufficient men of education and enlightenment to fill at least the majority of places in a Board of moderate size. Some very unedifying correspondence on College affairs has appeared in a Madras paper. As this is largely a personal question, we do not propose to enter into it. We prefer to confine ourselves to the larger question, incidentally brought forward by the correspondence, of the constitution of the College Board. We hope that the University and Department will press for its reconstitution.

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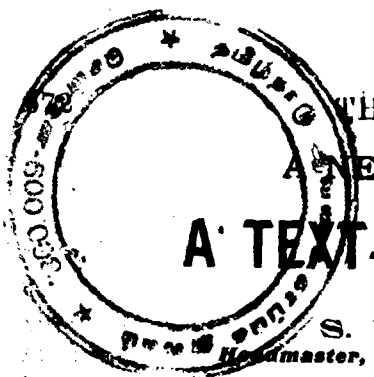
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