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REPORT

OF

THE COMMITTEE

FOR

THE REVISION OF ENGLISH, TELUGU, AND
TAMIL SCHOOL BOOKS

IN THE

MADRAS PRESIDENCY.

MADRAS:

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1874.

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Er wünscht der Jugend die Umwege zu ersparen, auf denen er
sich selbst verirrt.—Goethe.

He wishes to spare the young those circuitous paths, on which he
himself lost his way.



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IV.—

From

THE COMMITTEE FOR THE REVISION OF ENGLISH,
TELUGU, AND TAMIL SCHOOL BOOKS,

To

THE HONORABLE D. F. CARMICHAEL,
*Acting Chief Secretary to Government,
Fort Saint George,*

SIR,

WE have the honor, with reference to the Resolution of the Government of India, No. 143, of the 29th March 1873, and the Government
Introduction. Order No. 205, of the 27th June, to submit the following report on the English, Telugu, and Tamil text books used in the Government Schools of this Presidency.

I.—PRELIMINARY REMARKS.

2. The Order of Government reached us on the 3rd July. As Dr. Murdoch was just leaving the Presidency on a long tour, the first
First Meeting of General Committee and appointment of Sub-Committees. meeting of the Committee was held, to suit his convenience, on the 5th July, and immediate arrangements were made for commencing work by appointing the following Sub-Committees:—

<i>English.</i>	<i>Telugu.</i>	<i>Tamil.</i>
Colonel Macdonald.	Colonel Macdonald.	Hon. V. Ramiengar, C.S.I.
Hon. V. Ramiengar, C.S.I.	Mr. V. Kristnamacharlu.	Rev. P. Percival.
Hon. H. S. Cunningham, M.A.	Mr. D. Sashiengar.	Mr. V. Kristnamacharlu.
E. Thompson, Esq., M.A.	Mr. Y. Venkataramiah.	Mr. D. Sesha Iyengar.
J. T. Fowler, Esq.		Mr. S. Nevins Pillay, B.A., B.L.
J. Murdoch, Esq., LL.D.		
Mr. V. Kristnamacharlu.		

3. The first question which arose was as to whether it was intended that
Scope of the Committee's enquiry. we should examine and report on all class books used in aided schools, as well as on those used in Government Schools. The Resolution of the Government of India speaks of "a general revision of the books used in all the courses of public teaching," and orders the Committees "to report upon the class books that are now prescribed in all those schools which receive any formal support from the State, in order to discover defects either in form or substance, and to adapt more carefully the course of authorized reading to the general educational policy." In this Presidency, however, no books are prescribed by Government for aided schools, nor is there any authorized course of reading in these schools, if what is meant is authorized by the State. The confidential communication also speaks of "General Committees for revising the text books now used in Government Schools." As the Committee were divided in opinion, a reference was made to Government, who directed us to restrict our examination, in the first instance, to books used in

Government Schools, with the understanding that this was not to preclude us from the examination of other books, if we found the existing ones unsuitable.

4. We thought it probable that reports criticizing some of the books now in use might be on record in the Office of the Director of Public Instruction, but Mr. Powell has not been able to furnish us with any such reports.

5. We drew up a circular containing a few questions, and requested the Director of Public Instruction to send it to all officers in his department who might be able, from their past experience, to furnish us with criticisms on the books now in use, and remarks on the working of the scheme of study pursued. We are indebted to Mr. Barrow, Head Master of the Provincial School of Calicut, for much detailed and valuable criticism, and to Mr. Bowers and Mr. Garthwaite, Inspectors of Schools, for some general remarks and suggestions of a highly useful and practical character. We have also to thank Mr. Kershaw and Mr. Fortey, Inspectors of Schools, for somewhat briefer communications. We have been somewhat disappointed at receiving only five replies to our circular, having hoped that we should receive many important suggestions from the Head Masters of Provincial, Zillah, and Normal Schools, and from the Deputy Inspectors. Some of these gentlemen seem to have sent in reports, but these have not been forwarded to us.

6. The method to be adopted in the examination of the books referred to us for report formed the subject of some discussion at our first meeting. In all Committees there is some danger of the work being monopolized by two or three members, and of the majority passively acquiescing in conclusions which they have not worked out for themselves. We resolved, therefore, that each book should be examined by every member individually before it was discussed in Sub-Committee, and that the remarks of each member should, if possible, be recorded and circulated. Frequent meetings of the Sub-Committees at regular intervals would have been desirable, but Dr. Murdoch's duties were likely to frequently take him away from Madras, Mr. Cunningham was going away on three months' leave to England, and two other members held itinerating appointments. We, therefore, decided on holding meetings at intervals of about five weeks and on marking out for ourselves as much work as could be satisfactorily got through during the intervening periods.

7. To accomplish the duty assigned to us thoroughly, it would have been desirable that we should have had access to a complete collection of all the newest and best text books in every subject. Unfortunately no such collection exists at Madras. A few books were obtained in the local market; others were procured from Calcutta and Bombay, and Mr. Cunningham, during his visit to England, ordered out a large miscellaneous collection for the School Book Society, the whole of which he has obligingly placed at our disposal. Many of these books do not come in any way within the scope of the enquiry assigned to us, but we shall notice a large number of those which do.

8. Mr. Laurie, late Director-General of Public Instruction in Ceylon, has also sent us a series of school books edited by him. Many of them arrived so late that it has been impossible for us to

examine them all in minute detail, but some space will be devoted to this series in the body of this report.

9. Mr. Cunningham was only able to attend one meeting before his departure, and after his return he found that his professional avocations left him so little leisure that he was obliged to resign his seat on the Committee.

10. A letter from Dr. Murdoch, submitting a copy of his pamphlet "On the idolatrous and immoral teaching of some Government and University text books," was referred to us, through the Director of Public Instruction, in Government Order, No. 129, of the 22nd April. The first part of the pamphlet is "designed to prove that while all Christian allusions have been struck out of Government school books, every inculcation of idolatry has been retained." The second part is intended to show "that in a compendium of morals published by the Madras Educational Department, lying is taught to be lawful under certain circumstances, that a whole chapter of a Government school book is intended to teach the art of overcoming an enemy by means of an affected friendship, and that there are some passages in Government school books grossly indecent." We shall recur, in various portions of this report, to the points adverted to by Dr. Murdoch.

11. The Director of Public Instruction has furnished us with the following

Class.	Subjects and Books.	Remarks.
3rd Class.	ENGLISH :— Prose—Moral Class Book. Poetry—Selections of Poetry, No. I. Grammar—Morell's Essentials of English Grammar. TAMIL :— Prose—Brief Sketches of Europe, published by the Director of Public Instruction. Poetry—Poetical Anthology, No. II. Grammar—Mahalingiah's TELUGU :— Prose—Brief Sketches of Europe, published by the Director of Public Instruction. Poetry—Selections from Vemana. Grammar—Andravyakaranam * Arithmetic—To Vulgar Fractions, including Practice. * Geography—Outlines. History—Morris' Translation.	About to be published. To be improved and to have systematic Syntax added. To be compiled.
4th Class.	ENGLISH :— Prose—Supplement to the Fourth Book, Irish Series. Poetry—Selections of Poetry, No. I. Grammar—Bain's English Grammar (large print). TAMIL :— Prose—Third Book of Lessons, published by the Director of Public Instruction. Poetry—Anthology, No. III. Grammar—Mahalingiah's, with Savundranayagam's Selections. TELUGU :— Prose—Third Book of Lessons. Poetry—Nala Charitra Grammar—Venkiah's. Arithmetic—Colenso's, including Decimal Fractions and Extraction of Square Root. Algebra—Todhunter's Algebra for Beginners, to p. 67 (end of Least Common Multiple). Geometry—Euclid, Book I. Geography—Hughes' General. Duncan's India. History—Morris' History of India.	Under preparation. Expurgated edition to be brought out.
5th Class.	ENGLISH :— Portions of Matriculation subjects. Grammar—Bain's Grammar (large print). TAMIL :— Portions of Matriculation subjects. Grammar—Nannul. TELUGU :— Portions of Matriculation subjects. Grammar—Chinniah Suri's. Arithmetic—Generally. Geometry—Euclid, Books II. and III. with easy Problems. Geography—Hughes' General. Duncan's India. History—Collier's, smaller one.	
6th Class.	Languages—Matriculation subjects and books. Arithmetic—Generally. Geometry—Euclid, Books I., II., III., and Problems. Grammar—Bain's.	

12. Before going into the details of this scheme, it may not be improper to notice certain general features in it which seem to call for remark. The scheme, as it now stands, seems to imply that

* Instruction in these subjects in the 1st, 2nd, and 3rd classes to be imparted in the vernacular.

a pupil commences the study of English and the Vernacular simultaneously, and that at the end of six years he is ready to undergo the Matriculation Examination. If, therefore, he commences his studies at seven or eight years of age, he would be thirteen or fourteen when he entered on the course prescribed for the First Examination in Arts. This seems to us far too immature an age for collegiate studies. In practice such a result is, we believe, rarely attained; and, if so, it may be inferred that the scheme is one unsuited in some respects to boys of ordinary capacity. It appears to us anomalous that a boy should commence the study of English before he has made some progress in his own language, and almost preposterous that he should be called on to study such a book as Morell's Essentials of English Grammar in a class for which the First Book of Lessons is prescribed in the Vernacular. We have also reason to believe that the transition from the third class, in which Arithmetic, Geography, and History are taught, through the medium

of this book with a vernacular translation, but the ordinary edition in use contains nothing but the English text, without any sort of note or explanation. In connexion with this subject Mr. Garthwaite makes the following remarks:—

“The English Reading Books are objectionable, because they are mere reading books, *i.e.*, books of extracts simply for reading, such as might be suitable for English boys, but which quite ignore the fact that English is a foreign tongue to the vast majority of those who use the books. No such books are now used for teaching foreign languages in any school in Europe. The old Delectus and Reading Books have there been long superseded by works such as those of Arnold, Ollendorff, Ahn, and numerous writers who recognize the fact that they are teaching a foreign language, and that for this end their books must be framed on scientific principles. In those books the pupil's knowledge of the tongue he is learning gets built up bit by bit on a systematic plan; great use is made of the principles of imitation and frequent repetition; each lesson has a vocabulary and remarks, and the pupil gets plenty of explanation in his own language. If in European schools, with all their advantages, such helps are necessary, why, in the name of common sense, are native boys and native teachers supposed able to dispense with them?”

14. The Second Book of Lessons of the Madras School Book Society is also a dull and uninteresting book of the same character; but, as it has been already condemned, and is now under revision, we do not deem it necessary to point out its defects.

15. The Madras School Book Society have at various times brought out two different Third Readers, one on Natural History, and the other on the Productions of Southern India. Each of these was tried in its turn for some years, and at last rejected as unsuitable. The Reader now used as a Third Book is Chambers's Moral Class Book. There is much in this book which we approve of. The tone pervading it is good and free from cant. The style of the extracts is, for the most part, just what is required, good English equally removed from the fine and the vulgar. The matter is nearly always entertaining; and although the book is compiled for English boys of about ten years of age, the allusions to matters which a Hindu of the same age may feel some difficulty in understanding are by no means numerous. The following passages are the only ones of this kind which we have remarked:—

- (1.) Their diversion was duck and drake. p. 12.
- (2.) Marmalade. p. 22.
- (3.) Mittens. p. 41.
- (4.) Boarding School where the young lady was finishing her education. p. 47.
- (5.) A girl slipping off her garter. p. 51.
- (6.) A grocer's shop with a cellar underneath. p. 51.
- (7.) Samphire. p. 57.
- (8.) Decorating the interior of the dome of St. Paul's Cathedral. p. 57.
- (9.) Sloop captured by a privateer. p. 58.
- (10.) The stage coach in which the Oxonian makes a Greek quotation, and the references to Sophocles, Euripides, Æschylus, and the Bodleian Library. p. 64.

- (11.) A Temperance Society holding one of its meetings. p. 73.
- (12.) An English watering-place. p. 80.
- (13.) Cheese-Bacon-Jellies-Parmesan. p. 85.
- (14.) An Alms-house. p. 85.
- (15.) Fustian to make new sleeves for his old doublet. p. 91.
- (16.) Foul bill of health. Quarantine in a lazaretto. p. 98.
- (17.) The spearmen hearing the bugle sound and the hounds attending Llewellyn's horn. p. 108.
- (18.) The Alders. The Village Churchyard. p. 126.
- (19.) The Royal Burghs in Scotland are united in fours and fives for the election of their representatives in Parliament. p. 147.
- (20.) Travelling in a stage coach. p. 177.
- (21.) The Robes of the Order of the Garter, which that King had lately instituted. p. 197.

The poetical extracts which this book contains are not read

the writer explains, because the greater part of those to whom the Apostles preached were Pagans, and some parts of their preaching cannot be fully understood without some knowledge of mythology. These lessons are accordingly full of Scriptural allusions and references to Greek, Roman, Egyptian, and Philistine divinities, all of which, without long explanations, must be quite unintelligible to a boy in the fourth class, and besides general denunciations of idolatry, there is a special attack on Hinduism at p. 56. The allusions to the fairies of Great Britain and Ireland, to the Bogies, Brownies, and Kelpies of Scotland, the Trolls of Denmark and Ireland, and the Nixies of Germany must awaken the vaguest of all possible conceptions in the mind of a Hindu boy. The lesson headed "Christianity, a religion of motives," is also out of place in a secular school. The lessons on "The Results of Machinery," pp. 10, 17, and 23, "The Young Chemist," pp. 119, 127, 133, and 141, "The Wind," pp. 193, "The Centre of Gravity," p. 223, and "Causes of High and Low Rates of Wages," p. 277, however suitable they may be to English boys, seem to us too difficult for this class. The pupil at this stage can scarcely be expected to do more than make out the meaning of sentences relating to some ordinary subject, but here he is called on to follow, at the same time, a chain of reasoning on matters to which his attention has never been before directed. The lessons on "Snow," p. 74, on "Winter," p. 172, and on "Gipsies," p. 175, are not suited for boys who have never seen snow, and do not know what a gipsy is. Next in order we may notice a series of lessons, containing descriptions of scenes with which a Hindu boy is perfectly familiar and explaining things which he thoroughly understands, mixed up with matter which may be useful to an English boy or girl, but which is of no use to him. Under this head comes a lesson at p. 19 on the "Effects of art in changing the form and features of the human body." Here the Hindu custom of making a large hole in the lobe of the ear is described, and a great deal is said about the evils of tight lacing, tight shoes, and the custom of tightly binding the limbs of infants. The lesson on the Water Bottles of the East at p. 143 is full of extracts from Scripture, which are illustrated by reference to the Eastern custom of carrying water in skin bags, and in connexion with this subject a description is given of the water-carrier of India with his bullock. At p. 168 there is a lesson on the cocoanut and tree, and at p. 187 on the rice plant. The subject of tight lacing is introduced again at p. 19 in the lesson on the Follies of Fashion. Some lessons are mere repetitions of those given in the Moral Class Book. Thus the story about the plant Samphire at p. 35 occurs in the Moral Class Book at p. 57. The lesson on "Presence of Mind" at p. 68 contains three stories which appear at pp. 50 and 51 of the Moral Class Book. The "Sayings of Poor Richard" at p. 115 and the lesson on "Early Frugality" at p. 140 will be found at pp. 40 and 140 of the Moral Class Book. The lesson on "Masters and Servants" at p. 80, although not in any way identical with the one headed "Conduct towards Inferiors and Superiors" at p. 27 of the Moral Class Book, travels over nearly the same ground. The story of "The Foster Parents and the Foster Child," which fills 30 pages, is a tale of Irish life, quite unsuited for Hindu boys, even Irish words being introduced into it. Thus Mickey has "his wisp in his hand and the horse bucket, some hay stuffed in one or two holes in his hat, and a *soghawn* or hay band twisted round his stockings—if stockings they could properly be called that had no feet," p. 329. "Next morning Mickey girded himself to the work, shouldered his spade to temper mud for the walls and

for the roof he pared some grass sods on the green, which are called *scraughs* in Ireland," p. 338. Many of the extracts are from anonymous authors, and have but little to recommend them either as regards style or matter. Others, although good in themselves, are not well adapted to the class in which this book is read. The following seem to us the most suitable lessons in the book, but even they contain passages which would require to be either modified or explained in notes:—

History of James Ferguson. Anon., p. 12.

Instinctive love of their young in the brute and feathered creation.

White's Selborne, p. 26.

Many of the poems are mutilated and corrupted. Thus Cowper's poem of the Dog and the Water-lily contains the following verses :—

My spaniel, prettiest of his race,
And high in pedigree,
(Two nymphs adorned with every grace
That spaniel found for me,)
Now, wauton'd lost in flags and reeds,
Now starting into sight,
Pursued the swallow o'er the meads
With scarce a slower flight.

In the selections these eight lines are reduced to four—

My dog, now playing in the reeds,
Now starting into sight,
Pursued the swallow o'er the meads
With scarce a slower flight.

A few lines further on "my ramble ended" is altered into "my ramble finished," and "my quick approach" into "my swift approach." In Wordsworth's "We are seven," Stanzas 1, 3, 11, 12, 13, 14, and 15 are entirely omitted, and "little cottage girl" is changed into "little village girl." There are also various alterations and omissions in the extract from Wordsworth headed "Anecdote of a dog" at pp. 102 and 103, in Cowper's "Loss of the Royal George," p. 103, and "Pity for poor Africans," p. 56, in Southey's poem of "You are old, Father William," in Mrs. Hemans's "Casabianca," in Pope's "Universal Prayer," p. 105; in Spencer's "Gelert," and in Watts's "Little busy bee." The selections generally are of too babyish a character, and there is far too much in them about birds, butterflies, bees, and ants. Such poems as "The little busy bee," p. 2, "Twinkle, twinkle, little star," p. 4, "The butterfly," p. 9, "Let dogs delight to bark and bite," p. 12, "Butterfly, butterfly, come from your bower," p. 14, "Who'll come here and play with me under the tree," p. 24, "'Tis good to be alive," p. 26, "Saw you never in the meadows," p. 27, "I hear a pretty bird," p. 29, "Awake, little boy, it is time to arise," p. 20, "Will you walk into my parlour, said a spider to a fly," p. 36, "The boy and the bee," p. 40, "Merry hearts are ours, so merry songs we sing," p. 45, "The donkey," p. 47, "I saw a sportive butterfly," p. 59, "Why must the roses fade, mother," p. 80, are addressed to little children of five or six, whereas the boys by whom this book is used are between ten and fifteen. Such pieces as Stodart's "Attention" and "Order" can scarcely be called poetry, as may be seen from the following specimens.

Look, boys, at what you see,
Think of what you say;
Attend to what your teacher says,
And then, at once, obey. p. 17.
Every thing in its time,
That's an excellent rule;
Be sure you always come in time,
To your place in school. p. 31.

The poem of the "Life Boat," p. 81, is not well adapted to this country, and the same remark applies in some measure to the "Hay fields," p. 23. The poem of the "Elephant," p. 86, is unsuitable, owing to its allusions to the Titans, the Mastodon, the Megalonix, the Mammoth, and "the ever-sleeping Ammonite." On the whole, we can find scarcely more than a dozen poems which we consider suitable. The best are "Casabianca," "the Loss of the Royal George," "Father

William," "Gelert," the "Turkey and the Ant," the "Migration of the Grey Squirrels," and the "Way to find out Pride." Somewhat below these we would place C. F. H.'s "Beauties of Creation and Honesty," Watts's "Against Lying," the "Sluggard," and "Creation and Providence," Jane Taylor's "A little," and "Stars," Carlyle's "Sower's song," and Howitt's "Use of flowers." We are, however, of opinion that English poetry is introduced at far too early a stage, and forms too prominent a subject of study throughout the curriculum. Mr. Fortey and Mr. Garthwaite do not refer to this point, but Mr. Bowers recommends

latter respect a marked contrast to the readers now used in this Presidency, which do not contain a single engraving. These books have also the advantage of being very cheap, the price of the successive volumes gradually rising from 3d. to 1s. 4d. The series is, however, essentially an English series, and would require much modification before it could be rendered suitable for this country. Thus at p. 41 of the Primer there is a picture of Tom Hall sprawling among the pigs, and the story, after describing his plight, adds that his "face and hands were as black as a sweep's." In Reader No. 1 there is a lesson on the "Fireside" at p. 10, and another on "Cain and Abel" at p. 27. In Reader No. 2 we have the "Robin's Yule Song" at p. 13, "Little Robin Redbreast" at p. 16, "Hay-making" at p. 81, "Sheep-shearing" at p. 82, and "Butter and Cheese" at p. 84. In Reader No. 3 we have the "Acorn" at p. 86, the "Old Oak tree" at p. 87, the "Whale" at p. 90, "Doubting Castle" at p. 100, and the "Seasons" at p. 106. In Reader No. 4 we have the "Self-willed Pig" at p. 27, "Tommy and the Pig," p. 28, the "Robin," p. 35, the "Robins," p. 39, and "Old Dobbin," p. 97. A very large amount of space is devoted to poetry in the Fifth Reader, and in the Sixth Reader most of the selections, both in prose and verse, would be sufficiently difficult for a Matriculation Class. Mr. Laurie has made "literature in its various stages the groundwork and pervading spirit of the plan" of his Standard Readers. In the Technical Readers he conducts the pupil, "by pleasant paths, to the threshold of the domain of science proper." This is also an excellent series, but here again we are confronted with difficulties arising out of the fact that these books are written for English children. Thus in Book 1, p. 25, the following passage occurs in a lesson on the cow:—"We call her flesh beef, and eat it. Of her skin we make boots and shoes. Her bones are cut into spoons and such small things." At p. 30 a fly stands on the rim of a pot of jam. At p. 40 Jack talks of stewing his beef. In Book 2 there is a lesson on a mill at p. 34. In Book 3 there is a series of lessons on the Geography of the British Isles, such poetry as the "Swallow's farewell," the "Robin Redbreast," and the "Homes of England," and lessons explaining the power of steam and how it acts. In Book 4 there is a series of lessons on English History and the Geography of the British possessions, and such poetry as the "Lost Thimble." In Book 5 the History of England is continued, and the Geography of Europe is gone through; and, in addition to a good deal of poetry, there is a series of lessons on the elements, gases, balloons, a pair of bellows, ice, the sucker, the pump, the diving-bell, the thermometer, heat, the steam engine, and lightning. In Book 6 the History and Geography are concluded; there are a few lessons on Physical Geography; three on money, capital, and competition; a considerable number of literary selections in prose and verse, and a series of lessons on original experimental science, the telescope, sound, the hydrostatic press, combustion, the compass, the inclined plane, the centre of gravity, photography, and the powers of the air and water. Without minutely criticizing the literary selections, we may observe that Swift's Recipe to cook mutton, pp. 116, 117, is scarcely the kind of poetry which should be put before Hindu boys.

On the dresser see it lie,
Oh, the charming white and red!
Finer meat no'er met my eye,
On the sweetest grass it fed.
Let the jack go quickly round,—
Let me have it nicely brown'd.

We do not think that Geography and History should be introduced at all into our reading books, as the pupils study these subjects through the medium of separate text books, and altogether in a different order from that followed in these books, and we have already commented on the difficulty of teaching physical science through the medium of English in any class below the present fifth. Some of the lessons in the Sixth Book, such, for instance, as the one on the hydrostatic press, seem to us much too difficult even for the sixth class, but the whole series contains a very large number of excellent literary selections and lessons on natural history, physical science, and social economy, which might be utilized in the preparation of vernacular readers, and we understand that Mr. Laurie contemplates the preparation of such a series.

19. Similar objections might probably be made to all reading books prepared in England. They certainly apply to Collins's New Code Progressive

remarks on the publications of the Calcutta School Book Society and Howard's Bombay Series are extracted from a pamphlet published a few months ago by Dr. Murdoch:—

"*Series of the Calcutta School Book Society.*—This society, established in 1817, was the first that produced school books, and has rendered good service in its day. Its 'Readers' have a considerable circulation in the Bengal Presidency. Their chief defect is that they are framed after antiquated English models. Some of them have indeed been revised, but still they are far behind the times. The English Spelling Book No. I., after the alphabet, begins with ba, be, bi, &c.; ab, eb, &c.; bla, bli, &c. This is sufficient to show the educational era to which it belongs. The same remark applies to Spelling Book No. II., with its long columns of 'Words of four syllables accented on the first,' &c.

"Readers Nos. I. and II. consist largely of extracts from English Reading Books of the time of Mrs. Barbauld, Mrs. Trimmer, and Miss Edgeworth. The sentiments are good, but the scenes are too English. A sparrow thus reproves a redbreast:—

'Can thy weak warbling pretend to vie with the sprightly accents of the thrush and the blackbird; with the various melody of the lark or the nightingale, whom other birds, far thy superiors, have long been content to admire in silence?' English Reader No. II., p. 54, Revised Edition of 1871.

"The following extract, in addition to the above defect, offends good taste.

'Frank Pitt was a great boy: he had such a pair of fat cheeks that he could scarce see out of his eyes; for, you must know, that Frank would sit and eat all day long. First he would have a great mess of rice milk; in an hour's time he would ask for bread and cheese; then he would eat loads of fruit and cakes; and, as for meat and pies, if you had seen him eat them, it would have made you stare. Then he drank as much as he ate.' English Reader No. I., p. 6.

"The more advanced books contain a number of interesting lessons, but they are thrown together without system.

"One drawback to their popularity is the entire absence of any explanatory notes.

"*Howard's Series.*—This, which is published by the Bombay Education Department, has a large circulation in Western India and the Punjab.

"The Primer is a fair compilation, though susceptible of improvement. The Second Book, especially Part II., is very defective. Many of the lessons are diametrically opposed to the 'sound principle of elementary education, namely, that the contents of the book taught shall be, as much as possible, within easy range of the pupil's comprehension and ordinary experience.' The following sentences from Part II. may be quoted as examples of 'allusions to European history' unfit for a Second Book:—

'The ascendancy of Buckingham over the King was generally lamented. p. 14.

'The contrast of character between Cavaliers and Roundheads is skilfully drawn by Lord Macaulay. p. 15.

'Schiller's Poem "The Fight with the Dragon." p. 20.

'The quarrels of the Guelf and Ghibelline factions made Italy desolate. p. 28.

'The Whigs carped at the King's speech. p. 48.

'You may contrast Lingard's views with Hume's. p. 13.

'goody' lessons, and so called instructive lessons in reading books produce no practical results on the character or mind of a boy."

Mr. Garthwaite's views are as follows:—"What we want are books on the model of the various Latin or French, &c., First and Second Books now in use in England. The First and Second Books should be followed by books of easy English extracts with vernacular annotations on the idiom, grammar, and allusions, and with complete vocabularies. In the same or in another volume should be similar extracts in the vernacular for translation into English, and those also should have notes and vocabularies. The main object of these books should be not to amuse or to give general information, but *to teach the language* so as to render the pupil capable (with some little occasional help from his dictionary*) of reading any English work of moderate difficulty. Let us concentrate our attention on that, and work our boys up to that standard as quickly as possible. The standard once attained, they will be in a position to get information and amusement for themselves, for the whole storehouse of English literature and science will be opened to them. Now the majority leave school unable to read any English book except what they have studied at school. Can it be wondered at then that after leaving school they generally give up reading?"

Mr. Barrow has furnished us with a rough copy of a Poetical Reader for the fourth and fifth classes, and a scheme containing suggestions for the preparation of a Prose Reader for the same classes. In the latter he names eighteen of the proposed lessons, and gives the titles of the books from which he considers that further selections should be made.

22. The majority of us think that the main object in all the Reading Books should be to teach the pupil the English language, and to give him at the same time a taste for reading. We consider it of great importance that the subject matter of the lessons should be attractive and interesting, and the subjects which seem to us most suitable are anecdotes, tales, biographies, travels, and natural history. If such subjects as morality, the laws of health, political economy, and physical science are introduced at all, it should be, we think, very sparingly. Descriptions of machinery and chemical processes seem to us altogether out of place in such books. The series should, we think, consist of six readers. The First, Second, and Third Readers, could scarcely consist entirely of extracts from standard authors, but even in these books judicious adaptation would probably be preferable to original composition. Great assistance should be given to the pupil at this elementary stage through the medium of the Vernacular, and there should be easy exercises and dialogues containing conversational phrases for daily use. The Fourth, Fifth, and Sixth Readers should, we think, be devoted entirely to extracts from authors of established reputation, and should contain no matter contributed by the compiler except notes, translations, glossaries, and a series of exercises. Poetical extracts should, we think, be confined to the Fifth and Sixth Readers, and in these books the notes might be mainly in English; in the other readers all explanations should be entirely in the Vernacular. Great judgment will be required in the choice of the extracts. "Whoever," says Johnson, "wishes to attain an English style, familiar but not coarse, and elegant but not ostentatious, must give his days and nights to the volumes of Addison." Experience proves

Conclusion arrived at by the Committee with regard to Reading Books.

* "Really good English Vernacular School Dictionaries are another urgent want."

that in this country, at all events, this dictum must be received with considerable qualification. Mr. Lethbridge, in the Introduction to his Selections, has, we think, successfully shown that the too exclusive study of Addison and of the writers of the eighteenth century is attended with disadvantage to the Indian student, because the English language has changed, and letters and essays are no longer written in the style of Johnson, or even of Addison. He also points out that it is by no means easy to pick out suitable extracts from modern authors, because the style of the nineteenth century is, from a multiplicity of causes, far more difficult to a foreigner than that of the last century. These difficulties will be enhanced if the language of the Resolution of the Government of India is interpreted very strictly; but we presume that, as the pupils advance in their studies, some latitude will be allowed in this respect, particularly with regard to natural history and travels, much of the charm of which lies in the novelty of the subjects treated of. In proposing six readers we have assumed that a reading book is required for the class below the Matriculation Class. According to the scheme now

tunity of comparing it with any other series, and we observe that Mr. Kershaw recommends a series of penny copy-books published by Messrs. Collins.

27. The large print of Morell's Essentials of English Grammar is prescribed for the first and second classes, and the entire book for the third class. This book is a decidedly good work of its kind, but we consider it utterly unsuited for the classes in which it is now read. A pupil who is construing "a fat boy" and "a mad cat" in the First English Reader, and who, even in the Vernacular, has not got beyond the most elementary books, can scarcely be expected to understand such sentences as the following, with which the book opens.

"Language is the natural medium by which we express our thoughts. It consists of a great variety of sounds produced by the human voice, to which we have come to attach a particular meaning." para 1.

The book is full of sentences of this kind. Para. 43 at p. 25 is as follows :—

"If we regard the mode or manner in which an action presents itself to our understanding, we may consider it either as an actual reality, or as a possibility, or as a command, or as a wish, or generally as an action wholly undefined. The expression of these different circumstances gives rise to what are called the moods."

The whole of paras. 27 and 41 may also be referred to, as well as such expressions as the fundamental law of the predicative relation, the objective relation, and the attributive relation in paras. 85, 86, and 87. The same may be said of many of the sentences given to be parsed. The very first exercise in parsing is the following.

"Alfred not only defended his bleeding country, but adorned humanity itself by his wisdom and virtue." p. 16.

The boys at this stage are supposed to be ignorant of all history, and cannot possibly know anything about Alfred. The phrases "bleeding country" and "adorned humanity itself" must, without a great deal of explanation, be absolutely unintelligible. In so elementary a class probably the teacher himself would scarcely be able to put such a sentence into the Vernacular. The following sentences, which are given to be analyzed at pp. 50 and 51, seem to us utterly beyond the first and second classes :—

"Sir Andrew Freeport's notions of trade are noble and generous; and, as every rich man has usually some sly way of jesting, which would make no great figure were he not a great man, he calls the sea a British common." p. 50.

"Who noble ends by noble means obtains,
Or failing, smiles in exile or in chains,
Like good Aurelius should he reign, or bleed
Like Socrates, that man is blessed indeed." p. 51.

The following sentences, which are also all taken from the large print, seem considerably beyond even the third class :—

"When a number of subordinate sentences have reference to one common apodosis." p. 64.
"Now the feast of Passover was at hand." p. 15.
"Him the Almighty power hurled headlong." p. 43.

The small print is read only in the third class, but even in this class the pupils can scarcely be expected to understand such expressions as the gerundive form of the Verb, p. 8, or the references to the Latin, German, and French prepositions at p. 14, or know what the author means when he says that a kind

of middle voice is used in English, p. 25. They may also find difficulties in such examples as the following.

"The air expands and becomes lighter by heat." p. 50.
"The crowded omnibus." p. 65.
"Robin Hood fought with Little John." p. 66.

is almost entirely of a religious character. The first half of the book is also essentially a compilation, but it is in some respects fairly adapted to the three upper classes of a Zillah School. The language is generally simple, the arrangement clear, and the illustrations well chosen. There is also a good list of words with appropriate prepositions. We have some doubts whether the chapters on Pronunciation, pp. 6—9, and Spelling, pp. 12—15, are likely to be of much use, as pronunciation and spelling are both better acquired by practice than by rule. The introduction of the Saxon and Greek Alphabets at p. 4, the comparisons instituted between English and Latin Grammar at pp. 48, 51, 69, and 88, and occasional references to Greek and French at p. 64 and in other places are inappropriate in this country. The author has an almost feminine predilection for italics, and his language is often open to exception, as in the following sentences:—

"Thomas Moore... wrote many poems, of which some of his early ones are highly objectionable." p. 280.

"Sometimes also the imagery will be enlivened, not only by particularizing, but by individuating the object presented to the mind; thus, the Royal Psalmist says: 'White as the snow in Salmon.'" p. 237.

The necessity for such remarks as the following is not very apparent:—

"It is, therefore, improper to say, 'Give me them books.'" p. 133.

"Thus were a poet to say, 'tenacious paste of solid milk,' instead of the simple word cheese, he would be introducing a metaphor that was forced and inelegant." p. 200.

"He belongs to the house, say. He owns the house." p. 171—See also p. 221.

In many minor points this Grammar seems to us inaccurate, but it is scarcely necessary to go into further detail.

34. Sullivan's "Attempt to simplify English Grammar" was used for many years in our schools, and it is on the whole a good text-book. Some portions are too elementary, as, for instance, the animating hunt for nouns described in p. 12. On the other hand, the illustrations drawn from the Proceedings of the Philological Society at p. 94, the list of words at p. 200 showing the affinity between English, Anglo-Saxon, Danish, and German, the specimens of Anglo-Saxon and semi-Saxon at pp. 203—207, and of Middle English and Modern English at pp. 208—211, and the references to Latin constructions at p. 87 are too difficult. The chapter on Derivatives, although good, is perhaps too full, while the section on the choice of prepositions at pp. 176—177 is too short.

35. Thring's Principles of English Grammar and Thring's Exercises in Grammatical Analysis are among the books sent to us for examination. They are in no way adapted to Indian schools, as may be gathered from the preface, from which we extract the following pertinent remarks:—

"What is Grammar?"

"That is the first thing to settle.

"Probably no familiar word is so diverse in its meanings to different speakers.

"Grammar to some seems to mean a history of a language, its origin, and changes.

"A set of rules for speaking and reading a language.

"A reservoir of all the words, idioms, usages, deviations from usage, possible or impossible, to be found in it.

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