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## THE UPPER SUBORDINATE EDUCATIONAL SERVICE.

The Government of Madras has just approved of an excellent proposal of Mr. Grigg's to constitute certain appointments in the Educational Department into a graded service, to be termed the "Upper Subordinate Educational Service—Scholastic Branch." The service is to be divided into three classes, the first class to consist of appointments on Rs. 400 rising to Rs. 500, by annual increments of Rs. 10, the second to consist of appointments on Rs. 300 rising to 400, and the third to consist of those on Rs. 200 rising to 300. Each grade is to be treated as a distinct class, so that officers in a lower class may be allowed to act in a higher class. No pay is to be attached to any particular appointment and promotions are to be given to the officers concerned irrespective of the nature of the duties performed by them.

It will be seen, therefore, that the Upper Subordinate Educational Service will be governed by the same principles as the graded service. Mr. Grigg considers that the graded system for the Superior Educational Service is open to grave objections, but that these objections do not apply to a branch of the service recruited in this country. It is needless to speak of the advantages of the proposed service both to the Department and the officers concerned. Mr. Grigg in his letter to Government has pointed

out fully all the advantages. "The grading of the service," he says, "will secure the continuance of men, without sacrificing their promotion, in the performance of work for which they are best fitted, and thus encourage them to excel in that work, and will also prevent transfers for the sake of giving adequate promotion only. Under the present system an officer is sometimes necessarily transferred from one college or institution to another, not because his services will be more suitably employed in the latter, but because the pay to which he becomes entitled is attached to that institution." The new scheme holds out prospects of promotion not only to the officers concerned but also to those in the Junior service. The appointments it is proposed to constitute into a graded service are the following:—

*First Class.*—Pay Rs. 400—10—500.

1. 1st Lecturer, Kumbakonam College.
2.       "       Rajahmundry       "
3. Head Master, Mangalore       "
4. Superintendent, Presidency Training School for Mistresses.

*Second Class.*—Pay Rs. 300—10—400.

1. 1st Senior Assistant Professor, Presidency College.
2. 2nd Lecturer, Kumbakonam College.
3.       "       Rajahmundry       "
4. 1st Assistant, Teachers' College.
5. Assistant to the Director of Public Instruction.
6. Head Master, Calicut College.

*Third Class.*—Pay Rs. 200—10—300.

1. 2nd Senior Assistant Professor, Presidency College.
2. 3rd       "       "       "       "       "
3. 3rd Lecturer, Kumbakonam College.
4. 4th       "       "       "       "       "
5. 3rd       "       Rajahmundry       "
6. 2nd Assistant, Teachers' College.
7. 1st Assistant, Madras College of Agriculture.
8. Instructor in Engineering, College of Engineering.
9.       "       in Surveying,       "       "       "
10. Head Master, Government Madrasa-i-Azam.

The post of Superintendent of the Presidency Training School for Mistresses carries with it a salary of Rs. 300, with Rs. 50 carriage allowance, and the proposed change will not take effect till Miss Pratt, the present incumbent, completes her five years' service under her agreement with the Secretary of State. Mr. Grigg gives strong reasons for including the Assistant to the Director of Public Instruction in the list.

Mr. Grigg is to be congratulated on the inauguration of a scheme which will prove a great boon to the subordinate officers of the Department. It is hoped that it will not be long before the scheme will take in every officer in the service, for the present proposal only affects those drawing Rs. 200 and upwards. The scheme is now before the Government of India and, if sanctioned, will probably have effect from the 1st January next.

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### THE S. P. G. COLLEGE, VEPERY.

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We have been favoured with copies of two petitions, which, we understand have been sent to the Home Committee of the S. P. G., protesting against the abolition of the School and College of the S. P. G. in Vepery. We have known the Institution for the last 20 years and more, since the days of Mr. Pearce, and feel it our duty to raise our voice also against its abolition. It is a long-established and well-known Institution, and supplies the educational needs of the natives of Vepery and the surrounding districts.

The S. P. G.'s main reasons for closing the Institution are said to be, (1) that it is expensive, (2) that it does not fulfil its object and help to Christianize the natives it educates.

It is not our intention to argue these points, as we know little or nothing about them, but in the cause of education pure and simple, we do not hesitate to say that the closure of the School Department is a mistake.

The College Department, in Madras, where Colleges abound, was from the first source to be a failure and our advice to the Local Committee of the S. P. G. is to reduce the grade of the Institution, and if necessary to reorganise the staff, but to refrain from such an unnecessarily drastic measure as its total abolition.

## CHAIRMEN OF BOARDS OF EXAMINERS.

In our last issue we drew attention to the large number of Professors and other gentlemen connected with the Christian College who are on as Examiners in English. Our contention of course was that no college should be represented by more than one Examiner in each Branch. This, unless we are greatly mistaken, used to be the good old rule, but a certain member of the Syndicate seems now to have it in his power to do just as he pleases. Since our August number appeared we have had forced upon our attention another instance of the power he possesses. In the original list of Examiners, the Chairman of the History Board was Mr. Stone of the Presidency College. Mr. Stone was transferred from Madras to Kumbakonam, and, as it is a rule that the Chairmen of the Boards of Examiners shall, if possible, be selected from men resident in Madras, it was naturally expected that Mr. Stone's place would be filled up by some other resident Examiner. The Examiner best qualified in our opinion, and in that of everyone else, was the Rev. Geo. Patterson of the Christian College, but unfortunately he cannot return to India in time to examine and has resigned his Examinership. To the vacancy thus created among the Examiners in History as we pointed out in our last issue, the Rev. A. S. Laidlaw was appointed, but to the surprise of everybody behind the scenes, Mr. Stone's name still remained on the final list as Chairman of the Board, and, in our individual capacity as an Examiner, we received a letter from him dated August 6th, asking us what portion of the History work we wished to examine in. A week or so later, after having answered him, a letter reached us from the Rev. A. S. Laidlaw signing himself Chairman of the History Board. No official intimation of this had been given to us and thinking that Mr. Stone would forward our letter to the new Chairman we did not reply being extremely busy about other matters. Our experience is probably that of other Examiners.

We protest against Mr. Laidlaw's appointment as Chairman. Against Mr. Laidlaw personally, we have not a word to say. His abilities no one calls in question. Everybody that knows him, respects him. What we do protest against is the grasping at every vacancy for his own men by a certain Syndic who shall be nameless. If it was necessary to appoint a man resident in Madras, which we

doubt in this instance, since a scrutiny of the list shows only four resident to eight non-resident Examiners, then we certainly consider that Mr. Cooper-Oakley who took Honours in History at Cambridge was the fitter man for the post, if only on the ground that the Christian College Professors and Members of its Council already hold too many Chairmanships of Boards. Mr. Oakley is an older man than Mr. Laidlaw, belongs to a more distinguished University, is a History specialist as we have shown and was, in the absence of Mr. Stone and the Rev. Geo. Patterson, the fittest person for the post among the Examiners resident in Madras.

We sincerely trust that at no distant date measures will be taken to make it impossible for one College to have such power in its hands as the Christian College now seems to us to have. Even the appearance of evil should be avoided. No one questions, or at any rate we do not, the absolute fairness as Examiners and Chairmen of the host of such provided from the Christian College Staff and Council, but the loaves and fishes should be more evenly and less objectionably distributed.

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### GRANT-IN-AID CODE—CHAPTER III.

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We are in receipt of the draft of Chapter III of the Grant-in-aid Code as proposed to be revised. It has been forwarded to all Inspectors, Inspectresses and Assistant Inspectors of Schools, and to Head Masters, Managers and Superintendents of some important Aided Schools, "for their detailed remarks and suggestions." "The Chapter," says the Director, "has been entirely recast and rearranged and several important alterations and additions have been made;" but it does not appear by whom the Chapter has been revised. It was, we believe, in 1885 that a very representative Committee was appointed to revise the Grant-in-aid Code and the present Code is the outcome of the deliberations of that Committee. From the procedure hitherto followed, it would seem that the Code is to be revised once in five years. As we learn that a Committee consisting of certain well known educationists, selected from the different parts of the Madras Presidency, has been appointed to revise the Standing Orders of the Department, we think that the revision of the Results Grant Rules might also be entrusted to the

same Committee. The Committee consists of the following gentlemen:—

Dr. D. Duncan, Hon'ble J. Grose, Rev. Dr. W. Miller, Dr. John Bradshaw, Mr. J. Adam, Rev. J. D. W. Sewell, Rev. J. W. Foley, Rev. L. J. Frohnmeyer, Mr. C. C. Flanagan, Mr. E. H. Elliot, Mr. P. Vijayarangam Mudaliar, Rai Bahadur P. Ranganadam Mudaliar, Rai Bahadur S. Appu Sastriyar.

We would suggest to the Director of Public Instruction the advisability of referring the whole Grant-in-aid Code to this Committee. There are now two curricula in use, one for Government schools and those aided under the Salary Grant Rules, and the other for schools aided on the Result System. We think that this is a mistake. There ought to be only one curriculum for all schools, whether they are aided by grants in aid of the salaries of the teachers and superintendents, or whether they are paid grants on the results of the examination of the pupils. Again there is a great deal of confusion in the classification of the boys under the two systems. We do not see any necessity for a difference even in this respect. For instance, why should a class be called Preparatory A in an Aided school and 1st Standard in a Results school. If one Committee were to revise both the curricula, the confusion above pointed out would be likely to disappear.

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### THE SOCIETY OF ACCOUNTANTS AND AUDITORS, LONDON.

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This Society was incorporated on the 31st December 1885, with the following objects:—

1. To provide a central organization for Accountants and Auditors, and generally do all such things as from time to time may be necessary to elevate the status, and procure the advancement of the interests of the profession.

2. To provide for the better definition and protection of the profession by a system of examinations and the issue of certificates.

3. To promote and foster in commercial circles a higher sense of the importance of systematic and correct accounts, and to encourage a greater degree of efficiency in those engaged in Book-keeping.

4. To provide opportunities for intercourse amongst the members, and to give facilities for the reading of papers, the delivery of lectures

and for the acquisition and dissemination, by other means, of useful information connected with the profession, and to encourage improved methods of Book-keeping.

5. To watch over, promote and protect the mutual interests of its members.

The members of the Society consist of three classes—Fellows, Associates and Students. No person is ordinarily admitted as a Fellow unless he has been publicly practising as an Accountant since December 1885 or has passed the examination prescribed for Associates. No person is ordinarily admitted as an Associate unless he is a principal clerk under an Accountant and has passed the prescribed examinations. No person is ordinarily admitted as a student unless he is a clerk under a Public Accountant and has passed the prescribed examination. The Council of the Society may prescribe a period of apprenticeship as a condition precedent to appearing for any of the examinations of the society.

The Bye-laws of the Council prescribe a period of apprenticeship. No one is allowed to become an apprentice unless his general education is proved to be equal to the standard of the Preliminary examination of the Society. Graduates are required to serve an apprenticeship of three years and non-graduates five years under a Fellow of the Society or an Associate practising as an Accountant. At the end of the first half of this period, the articled clerk is required to pass the Intermediate examination of the Society, on passing which, he is entitled to be elected a student of the Society. At the end of the full period of apprenticeship, he is required to pass the Final examination of the Society, on passing which, he is entitled to be elected an Associate of the Society.

No person, other than an articled clerk, is entitled to be elected a Student of the Society unless he has passed the Preliminary and Intermediate examinations of the Society. A student of the Society (unless he is an articled clerk) is not allowed to present himself for the Final examination under a period of three years.

Certificates of proficiency are also granted after examination without conferring rights of membership. Every application for membership must be supported by two or three Fellows certifying to the fitness of the candidate. The Council are authorized in special cases to admit a person as Fellow or Associate, if three-fourths of those present are satisfied as to the fitness of the candidate and vote for such election and if the application has been supported by two or three Fellows.

The Preliminary examination of the Society is a general education Test embracing the following subjects:—1. Arithmetic, 2. English Dictation, 3. English Composition, 4. English History, 5. Geography,

6. Algebra to the end of Equations, 7. First Book of Euclid, 8. Elementary Latin and 9. French or German.

The Intermediate examination prescribed for students of the Society embraces:—1. Book-keeping and Accounts and General Commercial Knowledge (two papers of three hours each). 2. The adjustment of partnership and executorship accounts, (a paper for an hour and a half) and 3. The rights and duties of liquidators and receivers, (a paper for an hour and a half.)

The Final examination prescribed for Associates embraces:—1. Advanced Book-keeping and Auditing, (two papers of three hours each). 2. The adjustment of partnership and executorship accounts, (three hours). 3. The law of arbitration and awards (one hour and a half). 4. Mercantile law, (one hour and a half). 5. The rights and duties of liquidators, trustees and receivers (one hour and a half). 6. Joint Stock Company and Bankruptcy Law (one hour and a half).

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## NEWS AND NOTES.

### LOCAL AND INDIAN.

The Panjab has its first lady doctor in Miss A. Connor. She passed first on the list and has been posted to Multan.

We learn that the centres selected for the five proposed Mofussil schools of Agriculture are Palghaut, Bellary, Madura, Salem and Bezwada.

Baboo Sri Nath Das, Yakil, High Court, Calcutta, has been elected a Syndic in Law of the Calcutta University in the room of Mr. Justice Ameer Ali, resigned.

Proposals for reorganising the Government Female Normal School, Coimbatore, and for raising it to the Primary Higher standard have just been sanctioned by Government.

The Higher Examination for Women being soon to be abolished, the Director of Public Instruction hopes that Upper Secondary classes will be organised in connection with the Presentation Convent Pay and Orphanage schools Madras, and that pupils will also be presented regularly for the Primary School examination.



A boarding-house for students has been organised in connection with the Teachers' College, Saidapet. About fifteen students lodge in the new premises. This is a good beginning and we have no doubt that Mr. Hall will see his way to increase the usefulness of the institution by extending the building and otherwise improving it.

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We gather from the Bengal Public Instruction Report for 1888-89 that great attention is paid to higher education and little or no progress made in primary education. Government contribute very little towards higher education in Bengal and in the North-Western Provinces, the expense being largely met by the students themselves.

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Our readers will observe, says the *Bombay Educational Record*, that it has now been ruled by competent authority that all Local Board and Municipal School teachers are officers of Government within the meaning of the orders which prohibit officers of Government from attending political meetings or otherwise taking part in political movements.

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Since our last number was issued, Mr. Cecil M. Barrow, M.A., has joined his new appointment as Head Master of the Victoria College, Palghat, Malabar. Mr. George Maddox, B.A., has been appointed Acting Principal of the Doveton College, Madras, pending the arrival of a new Principal from England. Mr. Maddox is, in our opinion, quite competent to conduct the work of the College as an institution educating up to the F.A. standard, but unfortunately for him the trust-deed makes it imperative on the Committee to appoint a European graduate to the headship of the College.

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Messrs. MacMillan and Co. of London have gained an important copyright case in Calcutta. It appears that a certain Native Compiler and Annotator infringed the Firm's copyright in their celebrated *Golden Treasury of Songs and Lyrics*. The case was tried before Mr. Justice Wilson who ruled that a copyright, in *Selections* does exist, and who therefore issued a perpetual injunction against the defendant restraining him from printing or publishing the *Selections*. The Indian law of copyright is in a very unsatisfactory state, and we shall be glad of a few more decisions tending to settle the law on the subject.

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The Committee recently appointed by the Senate of the University of Bombay to enquire into the present method of conducting examinations has found some difficulty, we hear, in arriving at a unanimous

conclusion, or anything like one. In these circumstances, it is understood, that those who have taken an active part in raising the question are disposed to be content with the by-laws as they stand. By-law 11 provides that the Syndicate shall appoint, and if necessary remove, the examiners "subject to the revision and control of the Senate," and it is contended that the Senate have not exercised the revisionary and controlling power thus conferred upon them. The question will come before the Senate at an early date.—*Bombay Gazette.*

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In G.O. No. 1941 L, Local and Municipal, of August 4th, 1890, the Governor in Council notifies that the following provisions have been substituted for those contained in Article 5 of Ch. VI. of the Grant-in-Aid Code. Scholarships already sanctioned under that Article will not be affected by the change:—

"The ordinary term of a scholarship shall be 18 months, but the period may, with the special sanction of the Director, be extended to 2 years. If a teacher passes, during or subsequent to his training, a higher general education test than that for which he is being or has been trained, he may, after he has qualified for a Normal Certificate of the grade for which he has been trained, be admitted for a further period of training for a term of 12 months, which may, with the sanction of the Director, be extended to 18 months."

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Of the three candidates that have been declared to have passed in the written portion of the Upper Secondary Examination, one is a private candidate and the other two are pupils of the Commercial School, Madras. These two happen to be the *only* candidates that had been prepared for this examination for the prescribed period of three years. They passed the Middle School examination from the Commercial School in December 1886, and Pachaiyappa's Higher examination in December 1887, which embraced English, Arithmetic, Geography and Commercial subjects. As soon as the Draft High School examination scheme was published, they began to study for the proposed examination. All the other candidates appeared for the Upper Secondary examination after studying for ten months, with the result that all of them failed but one. When therefore pupils are specially prepared for this examination for the prescribed period of 3 years, the results may reasonably be expected to be good.

## LITERARY AND GENERAL.

Sir Alfred Lyall is engaged on a work to be entitled "The British Dominion in India." It is to form one of the first of a new series of University Extension Manuals to be edited by Professor Knight.

The northern boundary of the United States is marked by stone cairns, iron pillars, earth mounds, and timber posts. There are 385 of these marks between the Lake of the Woods and the Rocky Mountains. How are our African boundaries to be marked?

The latest researches show that in Rome's most flourishing period she had 1,300,000 inhabitants; in 335 A.D. she had 300,000; in 1377, 17,000; under Leo X., 40,000; in 1537, about 33,000; in 1871, it rose to 244,000; in 1881, 300,000; in 1889, more than 410,000.

The new tower, which completes the college buildings at Clifton, was opened at this year's Commemoration. It contains three spacious and handsome rooms, which will serve as the council room, the Sixth-form School, and the Natural History School. It is the joint gift of the Headmaster and old Cliftonians.

In Russia, Servia, Bulgaria, and Roumania, 80 per cent. of the whole population are illiterate; in Spain, 63 per cent.; in Italy, 48 per cent.; in Hungary, 43 per cent.; in Austria, 39 per cent.; in Ireland, 21 per cent.; in France, 15 per cent.; in Holland, 10 per cent.; in the United States, 8 per cent.; in Scotland, 7 per cent.; and in Germany, 1 per cent.

No candidate, says the *Educational Times*, has passed the last D. Sc. Examination, of the London University, although it is known that at least half-a-dozen presented themselves. It would seem, from the examiners' point of view, that the exaction of a Thesis, which appears at first sight to be so much in favour of the candidate, does not bring out work of the high quality expected.

I am convinced, says an experienced Superintendent of schools, that we are too indulgent towards incompetent and inefficient teachers. There are many such in our public schools. If their places can be filled with more promising material they ought to be dropped unhesitatingly. A public school is not a charitable institution, or one existing in any degree for the benefit of a teacher. Its pupils are entitled to the best services reasonably obtainable.

The Minister of Public Instruction in New South Wales has decided to place a copy of Dr. Richardson's work on "Drink and Strong Drink" in the hands of every head teacher in the public schools. Teachers will

be required to impart to pupils such instruction on the effects of alcohol and temperance as may be given without committing themselves to extreme views on the debatable question of total abstinence.

Mr. Edmund Gosse has set forth his recollections of Robert Browning in a volume of 'Personalia' which Mr. T. Fisher Unwin will publish. The preface will contain a letter of the poet's, and a frontispiece will show Browning in his early manhood. The body of the work is divided into two sections, "The Early Career of Robert Browning" and "Personal Impressions."

In the public elementary schools of the Cape one day in the year is observed as a holiday for tree-planting. In the western districts generally, the 20th of June (Queen's Accession) is set apart for the ceremony; but it is left to the discretion of managers and teachers to choose such other day as may be suitable; the 6th of August and the 9th of November are usually chosen, according to the climate.—*Journal of Education*, (London).

The two scholarships and the prizes annually awarded to students in training colleges by the Royal Geographical Society, were publicly presented at the anniversary meeting by the President, Sir Mountstuart Grant Duff. Mr. G. J. S. Hollister, of Cheltenham, and Miss K. B. Clague, of Southlands, each obtained a scholarship, value £15, and eight other students received prizes of handsomely bound books with suitable inscriptions.—*Ibid.*

The demand for technical education is rapidly increasing both in Sydney and in the principal centres of population throughout New South Wales. At present there are between 3,000 and 4,000 students enrolled, as against a total of 2,200 this time last year. A tender has been accepted for the erection of a new technical college in Sydney, to cost £19,537, and the building is to be completed by March next.—*Ibid.*

A new experiment in mixed education is being tried, at Marlborough with great success. The wives and daughters of masters are admitted to the literature lectures given by the Sixth-form master, and answers with the rest of the class the weekly examination papers. Needless to say that the ladies invariably head the lists. Girls, as one of the vanquished remarked, have no cricket or work to attend to, and can gird at Shakespeare all day long.—*Ibid.*

The history of education is not serviceable to all teachers. It is not only unkind, but positively harmful to urge all teachers to read and know this history. Every teacher must know how to teach, must have

tact, must know how to devise ways and means, must acquire the art of teaching. All this is indispensable. One can be a first-class teacher, and know no more. He must either have the science or have the good sense to rely loyally upon some one who has. There is no one "only true science" yet developed.—*Journal of Education*, (Boston).

Messrs. George Philip & Son, of Fleet Street, have issued, at the low price of 3s., an ingenious portable sun-dial, fitted with compass and adjustable for all latitudes. Full directions are given for use, and also a table for correcting solar to civil time. In addition to illustrating the principle of the sun-dial, the decimal system of measurement and weight is explained by means of the hollow cube in which the model is packed. This cube measures exactly one *cubic decimeter*, which contains one *litre*, and which, if filled with water, weighs one *kilogram*—one-thousandth part of which weighs one *gram* and measures one *cubic centimeter*.

Miss Violet Isabel Selby, who heads the list (Branch I., Classics) of those who have just taken their M.A. degree at the University of London, matriculated in June 1883, from Bedford College, London. In 1884 she passed the Intermediate in Arts, being placed eighth in Class III. in English, fourth in Class III. in Latin, alone in Class II. in German. In 1886 Miss Selby took her B.A. degree, passing First in Class II. in Classics, alone in Class III. in German, and in 1887 was admitted an Associate of Bedford College, where she had received her training.

The plan of holding a summer meeting of University Extension and other students at Oxford, says *The Educational Times*, may now be considered an established success. The third annual gathering, which will take place from August 1st to August 12th, and from August 12th to September 2nd, has proved so attractive that, we hear, considerably over 1,000 students have signified their intention to be present; and there are rumours that there is likely to be, in addition, a fairly large contingent of teachers and others from America—the original home of summer meetings.

The annual meeting of the (German) Society for the Study of Scientific Pedagogics was held this year at Jena. The Society has 750 members, and its last year's income was 7,000 marks. There are 45 local secretaries. The Society has for its object to bring the different educational movements into harmony with Herbart's system of ethics and psychology. It deprecates reforms on principles which lose sight of the historic continuity of the science of education. It holds that the

education question is but a part of the great social question. The first without reference to the second is an insoluble problem.—*Journal of Education*, (London).

The competition for the Oxford University Extension Scholarship has this year produced some remarkable results. Among the working-men competitors were a dyer, a shoemaker, a joiner, several cotton-weavers, and a mechanical draughtsman. The best essay on English poetry in the nineteenth century was written by a working plumber at Abergavenny. A capital essay on Strafford was sent in by a machine joiner from Oldham, while the educational influence of co-operative industry is perhaps indicated by the fact that two of the best essayists are employed as cotton-weavers in the Nutclough Co-operative Factory at Hebden Bridge.—*Ibid.*

Professor Nettleship is the author of a suggestion which no one would have expected from a Corpus Professor of Latin in the University of Oxford. He recommends that an additional couple of hours be spared in our elementary schools from the analysis of sentences or the geography of Siberia, and devoted instead to the reading aloud by the masters of the works of Hood and Dickens. Such a lesson, says Professor Nettleship, would no doubt not be disciplinary. But, he adds: "I believe that many children would remember all their lives long something of what they learned from it; and that is more than can be said for a great many lessons, the sole object of which is mental gymnastics."

At the last Matriculation Examination of the London University, 1,614 candidates appeared against 1,546 last year; 849 have passed (i.e., 54.9 per cent., against 59 per cent. last year)—27 in the honours division, 600 in the first, and 222 in the third. 323 of the candidates were women, against 280 last year and 185 (or 56.7 per cent.) have passed, against 164 last year (58.6 per cent.); 3 of these are in honours, 142 in the first division, and 40 in the second. Of the women in honours, the highest is Miss A. W. Aldis, of the Highbury and Islington High School, who stands third, and is disqualified by age from receiving the third exhibition; the other two stand, respectively, eleventh and twenty-seventh.

School discipline is not for punishment, but for moral effect. The teacher's authority is not the thing to be vindicated, but the pupil's character is to be formed. The moral effect upon the pupil, upon the school as a whole, upon the community, and upon the future through the pupils are the ends to be sought. The school has a work to do that

cannot be done by the teaching, be it ever so efficient. There is an influence to be exerted upon the character that can only come through the habitual discipline of the school in the true sense. Not through a system of punishments, not through a system of rewards or checks, but through the direction of the conduct, the choices, and activities of the pupils are teachers to accomplish this character work.—*Journal of Education*, (Boston).

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The English educational world is agitated over the new Code and new Instructions to Inspectors which have recently been laid on the table of the House of Commons, and which, to all appearances, will shortly be fully ratified. The Code is the outcome of the Report of the last Royal Commission on the Elementary Education Acts, and it contains so much that is absolutely new that it was found impossible to add the usual syllabus showing the changes introduced in the last Code. It can only be read as an entirely new document. In due time, no doubt, the waves of change now introduced will strike the shores of India, and we shall have to overhaul our own Codes in the light of the new ideas, but in the meantime it is some comfort to reflect that two of the salient improvements introduced, *viz.*, large modifications in the principle of "payment by results" and freedom of classification to teachers, have been anticipated in Bombay. Sir Alexander Grant always maintained that Bombay originally discovered the first named peculiar educational principle, and that Mr. Lowe stole the idea and adopted it. It would be but fit, therefore, that Bombay should also be the first to discover what a Frankenstein it is, and to devise practical methods for getting rid of the undesirable guest.—*Bombay Educational Record*.

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The Principal and the Professors of the University College of North Wales, Bangor, have written to the *Times* stating their objections to the scheme for a teaching University for London. They state that the scheme endeavours to combine in one institution two incompatible systems, an examining University for the Empire, and a teaching University for London. The functions to be discharged by these are wholly distinct, and it is impossible to devise any scheme which would provide at once a real teaching University and an impartial examining board. They object to the handing over to the London Colleges the government of what is really an Imperial Institution, maintaining that such an arrangement would involve a total disregard of the rights of the provincial colleges, and would also fail to satisfy the conditions either of a general examining University or of a local teaching University. In their opinion the simple and effectual plan for satisfying, on the one

hand, the legitimate demands of the London colleges for the teaching University, and on the other, the claim of the provincial colleges not to be degraded into an inferior position with respect to the examining University, would be to create a separate teaching University for London, and to leave the present examining body free and unhampered to continue the work it has done so well in the past.—*The Educational Times.*

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In a remarkably able criticism of the scheme of Polytechnics in London, Dr. Sylvanus Thompson has recently laid out the position of this part of the educational system as follows:—

“Technical education cannot, as a system, be divorced from secondary education of a non-technical kind; it is, indeed, only a part of secondary education, though distinct from the purely literary and purely scientific parts of secondary education in this, that whereas they are framed for the most part to lead onward to the work of the higher colleges, and so to the Universities, the system of instruction in a technical school should not in all its branches necessarily aim at leading the pupil onward to the higher technical college, and thence to the Polytechnicum or Technical University. In other words, the technical part of secondary education, though necessarily more specialised than the literary or scientific part, is still a part of secondary education, and as such ought to be arranged to fit on to the system of primary education, the latter being properly organized to lead up to the former. To carry out the proper co-ordination in the various parts of the complete educational scheme, all ought to be under one general administrative department of Government, with a responsible head, but with a sufficiently elastic system of administration as to allow of local adaptations in the code of instruction. The management of the organization for secondary and technical instruction should be in the hands of persons acquainted with educational methods and with the needs of local industries, and each secondary or technical school should be under the administrative guidance of a head who, by whatever name he is called, should be a person of wide educational experience. The instructors of the technical classes should obviously be craftsmen accomplished in the technique of their respective subjects, and gifted with the power of teaching it, and the principles that underlie it. The teaching must be live teaching, each pupil educating himself by working in the laboratory, or workshop, or studio, under an instructor who has worked in his trade. Such teaching is worth more than all lectures by the most eloquent of lecturers, worth more than all books by the most encyclopedic of writers.”—*Ibid.*



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## ACKNOWLEDGMENTS.

Our Reviews are crowded out this month. We beg to acknowledge the receipt of the following books, some of which we hope to notice in our next issue.

1. A Primer of Book-keeping by J. Thornton (Macmillan).
2. First Lessons in Science by Thornton, (Longmans).
3. A Shilling Atlas (Longmans).
4. Elementary Arithmetic by Pendlebury and Beard, George Bell and Sons.
5. Elements of Euclid, Book I. by H. Deighton, (Deighton, Bell & Co).
6. Algebra made easy, Part I., by K. C. Basu (Calcutta).
7. The Elements of Physics by T. P. Kothandaramayya (S. Varadachari & Co.)

The following Magazines have been received :—The *Boston Journal of Education* for July 1890; The *New York Teacher* for July 1890; The *Private School Master* for July 1890; The *London Journal of Education* for August 1890; The *London Educational Times* for August 1890; The *Christian College Magazine* for August 1890; The *Progress* for August 1890; The *Boys' Own Paper* for August 1890; The *Panjab Magazine* for July 1890; and the *Bombay Educational Record* for July 1890.

## CORRESPONDENCE.

To the Editor of the "Journal of Education," Madras.

COOK'S ALGEBRA.

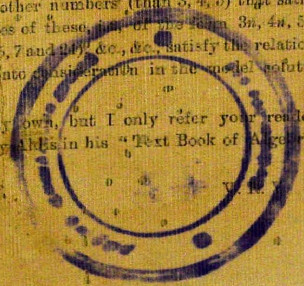
SIR,—On page 143 of the revised second edition of Cook's Class Book of Algebra for High Schools, I find the model solution of the following question:—

"If  $a, b, c$  be whole numbers such that  $a^2 + b^2 = c^2$ , prove that  $abc$  is divisible by 60."

The solution asserts that "any other numbers (than 3, 4, 5) that satisfy this relation must be equal multiples of these, that is, of the form  $3n, 4n, 5n$ ." Do not the numbers (5, 12 and 13) (9, 7 and 10) &c., &c. satisfy the relation? Should not such numbers be taken into consideration in the model solution of the question?

I do not offer any solution of my own, but I only refer your readers to that of a similar question given by Ahliss in his "Text Book of Algebra," page 587.

SAMD  
19th Aug. 1890.



## THE MEDICAL EXAMINATIONS.

A correspondent writes:—The *Madras Standard's* 'Own Guppist' sounds a note of lamentation over the large number of failures at the recent first L.M. and S. examination, and denounces in unmeasured terms certain of the examiners, especially Dr. Wilson and Dr. Brockman, as the cause of the disaster. 'Guppist' calls it an "unnecessary and undesirable slaughter of students," but this seems to be not only begging the question but appears to indicate that 'Guppist' considers he has got a better measure of the attainments of the candidates than the examiners whose special duty it was to take that measure. 'Guppist' asserts with great truth that the number of failures was large, very large, but that is about the only truthful assertion he makes, and even that is exaggerated, the figures he gives being far in excess of the actual number. Notwithstanding the fact that 'Guppist's' views and opinions are not likely to attract much attention outside of the community for which he writes, and that even within that community there are doubtless many who will accept his statements with considerable reserve, it will be well to point out how very wide of the truth those statements are. It is, of course, very flattering to the self-conceit of the candidates who have been rejected by the examiners, as well as very comforting and consoling to their sorrowing parents and friends, to be told in a newspaper that they are intelligent and persevering and entitled to pass, and that their failure was owing entirely to a certain examiner "finding peculiar pleasure in massacring the innocent students;" but whether such teaching is altogether good either for the candidates or for their parents, admits, perhaps, of room for doubt. There are some, indeed, who hold that statements of this sort, even though they contain an element of truth, produce incalculable mischief, and many of those best capable of judging believe that the wide-spread demoralisation among medical students in Madras, of which the results of the University examinations for some years past are but one sign out of many, is chiefly due to the growth of the ideas so industriously propagated by 'Guppist.' It will, therefore, perhaps, serve some useful purpose if we enquire how far his explanation of the causes which led to 57 out of 67 candidates (not 69 as he states) being rejected by the examiners is supported by facts. 'Guppist' says, "of the 59 students that have failed, most of them are said to have failed in Chemistry." Now the failure list published in the *Fort St. George Gazette*, which is probably a better authority on the question than 'Guppist,' shows that of the 57 failures 36 were in Chemistry, 34 in Anatomy, 11 in Materia Medica and Pharmacy, and 66 in Physiology. The list further shows that only 2 candidates failed in Chemistry alone, whilst there were 4 failures in Anatomy alone, 1 in Materia Medica, and 7 in Physiology. These figures, proving as they do that Chemistry was not the rock on which the majority of candidates foundered, are as complete a refusal of 'Guppist's' statement as it is possible to conceive, and in face of them it is scarcely worth while to notice the reason he assigns for this alleged excessive number of failures in Chemistry. Suffice it to say that he attributes it to the extreme severity of one of the examiners in that subject, on whom he goes out of his way to make a grossly personal attack, and

to be designated "the examinees' scourge." Just as little is it necessary to examine in detail their reasons given for so many "intelligent and persevering students" having come to grief. Every reason is assigned except the one which will commend itself to impartial and unprejudiced persons, viz.—the unness of the candidates to pass the examination; and every remedy is suggested except the one which can alone prove efficacious, viz.—greater attention on the part of the candidates to their studies. The failure list above referred to tells a deplorable tale of idleness and neglect of work. No less than an candidate failed to satisfy the examiners in every subject in which they were examined, viz.—twelve candidates failed in three out of the four subjects, and eighteen candidates failed in two subjects. If 'Guppist' and others who assume the office of guides and instructors to the class from whom the large portion of the medical students in this Presidency are drawn would take these things to heart, and would persuade their disciples that it is not to the severity of some of examiners that their ill success is due, but rather to their own want of energy and industry; if instead of instigating and encouraging the candidates to memorialize the Syndicate and to abuse the examiners, as the results of each examination are published, they honestly point out their defects and shortcomings, and stimulated them to greater efforts for the future, if 'Guppist' and his like did this, they might be as useful as preceptors they are mischievous. Specialists, says 'Guppist,' are doing "the wrong way," but when their speciality consists in doing "the wrong way," it is difficult to see what good there is in it. A dictionary explains the word "gup" is "silly and lying rumours," and a "guppist" is "presumably one who promulgates silly and lying rumours." Evidently the titular "guppist" is doing his best to justify his claim to the title which he has assumed.

## SUGGESTED COURSE OF READING FOR TEACHERS.

Education is applied theory, and the first necessity of the student of pedagogy is to have a catalogue *raisonné* of the various theories that have been put forward from time to time. Such an account is given in Compayre's *History of Pedagogy*, in Quick's *Educational Reformers*, and in Browning's *Educational Theories*.

But the theory and teaching of one man, and the teaching that actually obtains in the world at large are quite distinct. It is doubtful if any one theory will fit every nation, especially at the same period of time, irrespectively of the stage of development. Thus the history of education in history is essential to the student of pedagogy.

Having been made acquainted with the thoughts of the theorists and followed the course of education at home, the student now enters

upon the study of the means and methods by which the child's mind is to be worked upon; in a word, they are the psychology or science of the curriculum (*ratio studiorum*), which is precisely the same as the science of the school education. In this he should take account of the educational value of the means and methods employed to reach the intelligence of the child, who, as Diesterweg says, is at the cradle, not the altar, and the proper order in which those means should be used. Bain's *Science of Education* is of recognized value in this line.

The student has now arrived at the subject for whose welfare all this theorizing and curriculum-drawing has been done. He is now to proceed to study the child. Naturalist,—Professor Preyer,—has written a biography of his child, from the cradle to its third year. Though the book is by no means animated as Perez's *First Three Years of Childhood* it is more valuable to the student, for it not only gives matter, but indirectly inculcates a method of observation. Mr. Sully's *Outlines of Psychology* is a systematic arrangement of the facts of that science by one of its professors. Professor Preyer's work is a chronological record made by a careful naturalist.

This completes the elementary course. Its continuation may take one of three directions. That a right treatment of the theorists by Compayre may now become very thorough, so that Lockism as developed by Spencer; of Hartianism as developed by Stoy and Ziller; of Hegelianism as developed by Rosenkranz, and of Rousseauism as developed by Pestalozzi and Froebel; or the history of education in the United States may be made an introduction to the monopolization of education by foreign countries, the struggle between the church and state for the possession of the child's intellect; or, finally, Professor Bain's *Science of Education* may become a fit introductory volume to the various books on methods, school management, &c. for *Practical Education*, (Boston).

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## KINDGARTEN

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At the end of last year a meeting was held at Croydon to inaugurate a new Kindergarten, under the auspices of Miss Shirrer, President of the Froebel Society, and of Madam Michaelis, whose excellent work, especially at Croydon, is well known to every one. In the course of these meetings, says the *Educational Times*, a paper by Miss Shirrer herself was read, in which she vigorously pleaded for the public attention to sound methods of education. She began by appealing to parents, and especially to mothers, to co-operate in the education of their little ones. The eager

apostles of a theory may speak with all earnestness; the zealous teachers may toil; but from the home come the fostering or the hostile influences that will make the result fruitful, or well-nigh barren." After dealing at some length with the causes which led Froebel to invent and organize his system, Miss Shirreff proceeded to give a sketch of Kindergarten work and play, and dwelt strongly on the fact that all alike cultivate the childish faculties of body and mind. "Froebel held that, so far as we forget that man has to *do* as well as to *know*, we can only have a one-sided education. Pestalozzi had felt this defect, and had added workshops to his schools. But, Froebel felt that *the work itself* could and should be made the means of mental discipline as well as an increase of skill. He maintained that what the mind had distinctly conceived as regards external objects and combinations, the hand should be able to reproduce in concrete construction and drawing. He rejected the comparative passivity of children at school, who receive impressions from books and produce nothing. Action, which is so large a part of life, should be developed in all directions in childhood, under the direction of observation, imagination, and reflection." The *continuity* to education was next insisted upon as a cardinal point and the Kindergarten and the transition classes were described under this aspect. "In these classes there is no change of principle, only an advance—wider work in proportion to more developed faculties—still drawing out the pupil's own power, stirring his own curiosity to know—so strong an instinct that it requires more than all the unintelligent teaching of schools to stifle it." Continuing the same line of argument Miss Shirreff said: "For every ten persons who care for a philosophical system of education, a thousand care for better prepared apprentices for technical work. Men cry out, as did Lord Armstrong last year, against the educators, who have not devised some method by which the observing, reasoning, and constructive faculties may be developed, so that lads may be fit, when they leave school, for the higher work of college or workshop which may be required of them." But such a method has been devised, and has been proved to be practically efficient; and it bears the name of Kindergarten.

The moral and religious influences of the Kindergarten, lastly, were strongly dwelt on; and Miss Shirreff concluded her able address, as she began it, with an appeal to mothers. "I would fain hope," she said "that all mothers who have listened to me may have felt how distinctly, how imperatively the Kindergarten is a thing to be studied by them; how indispensable is their aid for making real education of what, without them, will only be the half-finished training of a few hours of the day;

and how necessary it is, if they are to co-operate in and continue the education of their little ones, they must understand the principles on which it is based. The Kindergarten alone will do much for children; but we cannot alter the laws of God, and he has placed the mother as the true guardian, the earthly providence, of her offspring.

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## THE TEACHING OF JUNIOR CLASSES.

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There is, we believe, a rather widespread opinion that any person with a smattering of the knowledge required is good enough to take charge of a junior class. The fundamental fallacy at the root of this error is, we imagine, the idea more often held, perhaps, unconsciously than consciously expressed, that if the teacher is intellectually on a level with his pupils he will be the better able to understand and sympathise with their special and peculiar difficulties. At the first blush, indeed, there seems to be something in this consideration, but all advantage vanishes when we remember that if it is pushed to its logical outcome the consequence is manifestly absurd. For no one would maintain that the more ignorant or incapable a person is the better is he able to teach junior pupils, which is obviously the result to which the argument leads. But, on the other hand, it becomes, indeed, increasingly evident that the junior classes require the very best teachers; teachers who have the clearest intellectual perception and the most complete knowledge of the subject which they teach, so that they may, indeed, teach it with authority and full knowledge which no mere inferior could possibly possess. Junior classes, indeed, require, above all others, the real indispensable qualifications of the true teacher—breadth of thought, definiteness of method, skill in execution, and ability of expression—while the demand on the disciplinary powers of the master is greater than in almost any other part of the school. But though the prevailing system may thus easily be shown to be the greatest educational error of our day, it is not at all so easy to suggest or to point out any satisfactory remedy. Paterfamilias cannot quite understand why his youngest child should cost as much, or more, to teach than his eldest, while the older boys themselves at least seem to demand the most careful attention, at least for the present. But though we do not pretend to solve the difficulty it is one worth pointing out, and perhaps some of our readers may be able to make suggestions as to the best way in which it may be overcome.—*The Private Schoolmaster.*

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## MANUAL TRAINING IN THE ELEMENTARY SCHOOL.

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The chief importance of the hand as the organ of the sense of touch lies in the fact that it brings into living harmony the inner and the outer world of man. Its distinctive value, however, it attains as the culminating organ of the expressive and executive activities of man, as his "outer brain." Whatever man knows, does, and is, he owes in a large measure to the hand. Without it he must even now sink back into insignificance. With its aid he has transformed heredity into history, sight into foresight, instinct into purpose. Without it he must forever linger in isolation; it alone enables him to realize the yearnings of love, to establish society, and to make himself a living part of growing humanity.

In a scheme of hand-training as a part of educational work, we should consider the relations of the hand to inner development, as well as the course of the child's mental development. A one-sided manual training which would subordinate all else to the training of the hand, would become as pernicious as the traditional school, which sees in man only a getter of information. Exclusive attention to tool-work would debase man into a part of a machine; a manual training that sees only the so-called æsthetic outcome of handwork, would make of him an airy, characterless nothing. The purpose of manual training is neither art alone nor artisanship alone, but a rational union of the two in a life of growing culture and efficiency.

The manual training of the elementary school should appeal at first, on the intellectual side, to analytic processes of observation and discovery, later on to synthetic processes in productive, inventive, and creative activities; on the moral side, it should address itself successively to the individual and social powers. And this should be done in an organic way, so that the same law which controls the globe as a whole may control every portion of it. A manual training that fails to do this, which sets the pupil to work at parts of things and processes and never gives him the satisfaction of completing processes and products, is wearisome and stultifying.

At first it should engage the hand alone; then single tools, and at last the machine, are introduced. The first activities should be a mere handling and arranging of things; subsequently distinct forms are produced, with the help of suitably fashioned material; later on, the material itself is transformed in accordance with some fixed purpose. In order to secure self-confidence, the stress, at first, is on formal development; therefore the material chosen is easily worked. Later on, more refractory material is selected with reference only to the needs of the product

and the endurance of the work. In the beginning the child will need much showing; later on, dictation is employed, then tasks are set, the pupil finding his own road, and at last he works with a purpose fully his own.

As to the relative stress to be laid on manual training at successive periods, it should be greatest in the beginning, when the child finds it difficult to think without some sort of manual activity. Later on, as language is developed, the appeal to the hand becomes less and less urgent. However, language can never fully replace the hand in thought expression; and education never can wholly dispense with the hand without serious loss in the outcome of life.

On the other hand, the value of the hand should not be over-estimated. Both hand and head are of value only in the measure in which they serve, strengthen, and open out the heart of man; for, ultimately, the true value of the man lies in his heart qualities and spiritual tendencies. If we make the hand master, we lower man to the level of the hand, emphasize material existence at the expense of spiritual being, sink creative genius in productive talent or mere toiling industry.

For the period before conventional school age, all these demands are satisfied by the manual training suggested by Froebel. (This is shown by an analysis of the work in the first gift and of the scheme as a whole, and of the last gift.) In his analysis, however, Froebel confines himself largely to considerations of form and size. The elementary school, while it extends on these, should lay stress on others. In form it may, with the aid of clay and paper, cardboard and wax, plaster of paris and wood, drawing and the use of more and more delicate tools reach all the knowledge which is now given by the high school only, and a great deal more still. In colors it learns to study and apply the more delicate contrasts, tints, and shades. The mixing of colors, the use of the brush in inventive and geometrical drawing, in the descriptive drawing of natural history and other work, afford much scope for synthetic activity.

An important field is open to the school in the study of force and motion,—the domain of physical and chemical science and of the mechanical and industrial arts. Here, more than elsewhere, are opportunities for the use of the hand in experimental research and in the application of known processes to fixed purposes. To what extent the laboratory and the workshop may enter is a question of means or expediency. Every school, however, may establish somewhere laboratory corner or a sloyd corner, and arouse an eager spirit of home work; and the richest school can only add greater facilities for doing the same, with possibly more pride, but not necessarily with more enthusiasm.—  
W. N. HALLMAN in the *Journal of Education*, (Boston).



## THE VALUE OF EDUCATIONAL LITERATURE.

Human civilization rests on the fact that experience is transmissible. All progress is due to cumulative experience.

A countless number of scholars, thinkers and teachers have left records of their observations, speculation, and practice concerning the education of the young. This transmitted, cumulative experience is of value to the student because it supplements his own experience, corrects his thoughts, and guides his actions.

*Value of the Literature of Educational Observation.*—To this class belong, in the first place, writings on the natural conditions of child-life and growth (such as Preyer's *The Soul of the Child*), and in the second place, records of the development and training of individual children (for instance, Egger, *Sur le Developpement de L'Intelligence chez les Enfants*; Darwin, *Biographical Sketch of an Infant*, etc.). The value of this class of educational literature lies in the fact that it transmits to the students data of knowledge by far richer than any single individual experience can gather. These data reveal many of the conditions which nature imposes on the training of childhood.

2. *Value of the Literature of Educational Speculation.*—The literature of pedagogic philosophy or speculation includes works on the science of education such as Rosenkranz'. Not a few of the important works of this division are written in the form of fiction as, for instance, Rousseau's *Emile*, and Pestalozzi's *Lienhard*. In these works speculation exhibits educational thought in its universal aspect. It presents it as a system in its dependence on ethical and spiritual verities and traces the correlation of educational processes. The value of writings of this class is, that they train the student's judgment by evolving the universal principles which should govern educational practice. They enrich his mind by enabling him to make the wisest thought on education his own; he looks at educational problems through eyes which are keener than his.

*The Value of Educational Speculation as a Guide in Practice.*—All rational activity requires a plan, a consciousness of the end that is to be accomplished. Only when the student has looked upon education as a speculative system can he realize the ends at which his work aims, and form a consistent and rational plan of training and teaching.

*Value of Educational Philosophy as a Preventive and Corrective.*—To be able to look upon education as a whole serves to keep the student's judgment clear, and helps him to assign to the local and ephemeral demands for new devices and practices their true place in regard to the

eternal and universal postulates of education. The practical teacher is constantly exposed to the danger of losing himself in the mazes of scholastic detail and he needs the corrective of universal thought.

*Inspiration and Suggestiveness of Educational Speculation.*—The monotonous rhythm of every-day school work has the tendency to dull the interest and to lead to mechanical routine. Not a few books in the literature of educational speculation are so suggestive and inspiring as to call forth new interest and rekindle an enthusiasm which elevates the humblest task of the schoolroom by investing it with universal significance.

3. *Value of the Literature of Educational Practice.*—This class includes writings on school keeping and school appliances; also works on methods of teaching and discipline. The value of part of the literature of this class is self-evident. It need not be shown that a knowledge of the school law of his state, the regulations and the course of study adopted for his school, the subject-matter of the studies which he is to teach, is of value to the teacher.

Books on instruction and discipline are useful because they supplement the individual experience in the daily work of teaching, by supplying information concerning the experience of other successful and thinking educators.

*The Value of Books on Methods of teaching* is not unfrequently made the subject of controversy. It is underrated by some and overestimated by others. On the one hand, some assert that, since by method is meant the presentation of a study in accordance with the mental constitution of the learner, there is no generally valid statement of a method possible, because no two human minds are exactly alike. This might be answered by reference to man's physical constitution. No two individuals are exactly alike, and yet there is a general science of physiology possible, because there is agreement in the general structure. Methods of teaching, in so far as they are the adjustment of the character of the subject of instruction to the universal laws of the mind, contain two permanent factors and have general validity. There are, on the other hand, those teachers who look upon statements of methods and devices as the most important part of educational literature. The difficulties which the teacher has to face in the schoolroom every day, make him search in professional literature for advice that will aid him in the given case, and he is likely to esteem the direct help of some practical suggestion or device more highly than a general principle whose application requires discernment and skill. Hence the frequent call for practical literature and the interest taken in it by many. The more specialized such statements of modes of teaching become, the more limited is their value,

because then the variable factors (the conditions and circumstances of the special lesson which is described) predominate. The usefulness of this kind of practical literature is, that it serves to show how a general method may be applied to special topics.

#### A. COURSE OF PROFESSIONAL READING.

A course of professional reading would include typical works of each of the following classes :

1. Educational Observation—Natural Conditions of Education; Physiology, especially that of the nerve system; Records of the education of individual children; Empirical Psychology.

2. Educational Speculation—Ethics; Rational Psychology; Theory of Education, or Pedagogics; History of Educational Theories.

3. Educational Practice—School keeping; School laws; School hygiene.

Instruction—Course of Study; Methods of Teaching; Methods of Discipline; Devices and apparatus.

History of Educational Practice.

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### THE HISTORY OF EDUCATIONAL MUSEUMS.

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The English seem to have a faculty for discovering some new mine of intellectual wealth, and allowing others to exploit it. We brought Sanskrit to Europe, and left Germany to create modern philology. Nearly forty years ago the Lord Mayor of London held the first exhibition of educational apparatus at the Mansion House; in 1854 the Society of Arts promoted an excellent display in St. Martin's Hall, Long Acre; the Great Exhibition of 1862 was the first to make a special and independent section for Education; and yet at the present moment London alone of the great cities of the world is without a museum specially planned for the use of teachers.

All movements of durable value spring from the immediate needs of everyday life, and the demand for an Educational Museum was only part of a general effort to maintain the supremacy of English industry. To the Society of Arts belongs the honour of originating national exhibitions. Founded in 1754, the Society received its charter in 1847, and took a prominent part in the "Great Exhibition of the Works of Industry of all Nations, 1851." The fruitful initiative of Prince Albert counts as a potent factor in the intellectual quickening of the time; he was President of the Society of Arts, and suggested that a series of lectures should be given under its auspices, on the results of the Great Exhibition. Although

mainly devoted to Art and Science, the series contained an important lecture by Dr. Lyon Playfair on "Industrial Instruction on the Continent," a more accurate phrase, by the way, than our "technical education."

The Educational Societies of the time seem to have been very active in suggesting new projects, and the request of the Commissioners for plans as to the best way of spending the handsome Exhibition surplus of £186,000 added to their number. However, "after much deliberation, during which the Commissioners seem to have satisfied themselves that many scattered institutions ought to be brought together, and that, above all, a home ought to be provided for the Trade Museum—a collection of articles valued at £9000, liberally presented to them by many exhibitors in 1851—they decided upon purchasing from 15 to 20 acres of land at South Kensington," with what good results we all know.

Of these scattered institutions, 355 were affiliated to the Society of Arts: and at a great meeting of them in June, 1853, the Council was specially invited to open an Educational Exhibition, for "it is to an improved education of all classes that the nation must principally look for an improved condition of its arts, manufactures, and commerce."

Such an Exhibition, it was felt, would be an excellent way of celebrating the Centenary of the Society. Early in 1854 an influential Committee was formed, including every name of any mark in the educational world; commissioners were sent to France, Holland, and Germany, to invite co-operation. As in the case of the recent Paris Exhibition, Switzerland was the first to give in her adhesion; it was even believed to be probable "that Russia, notwithstanding the war, will be represented in the Educational Exhibition." Delegates came over from France, the United States, Denmark, Norway and Sweden; British America, Belgium, Switzerland, and Malta sent exhibits.

The Centenary dinner was held at the Crystal Palace on July 3rd, and on the following day a brilliant *Conversazione*, at which Prince Albert was present, opened the Exhibition in St. Martin's Hall. A long series of lectures was inaugurated by Dr. Whewell on July 10th: one and sometimes two lectures were given every day, so that teachers from the country might not lose time; St. Paul's School, Liverpool, voted £100 to allow its masters to visit London!

A striking feature of the lectures was the pedagogic sense displayed in treating the school curriculum as a unit, and not as a disjointed aggregate of isolated subjects. "The idea that any one who knows the subject-matter of instruction, is therefore qualified to teach it, is well-nigh worn out." When will the British public act on this idea, and demand trained teachers for all our schools?

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Prof. de Morgan discoursed on "The Relation of Mathematics and Logic to other branches of Science." We hear of "Mr. Froebel" as "an earnest follower of Pestalozzi. To him is due the establishment of what are termed *Infant Gardens*." Huxley, Henfrey, Latham, A. J. Ellis, and other leading men brought forward their own subjects as indispensable to general education. The energy and enthusiasm displayed are faithfully reflected in the second volume of the *Journal* of the Society of Arts; but, alas! the ardent knot of reformers does not seem to have had a large following among the general public. The *Times* of August 12th throws cold water on the project. Although "the largest and most impressive lecture which it inculcates is the complete change that has been taking place of late years in the methods of education," yet "it would appear that, as far as the public interest it has excited affords a test of success, the Educational Exhibition is a failure." With perfect justice the *Times* insists that such an Exhibition, to be of real value, ought to be permanent; this, Mr. Harry Chester, M.P., points out in a letter, is the chief desire of his Committee, but the "expense has not nearly been met by the friends of education." The Society has a debt of £2,500, and subscriptions only come to £1,082. Is it irrelevant to suggest that the best "friends of education"—to wit, the teachers—were and are too poorly paid to be able to give effective assistance?

On September 1st a memorial signed by 284 educationists was presented to the Privy Council, praying that the Government would make the Exhibition the base of a national Museum. A deputation was received by Lord John Russell, who asked for a statement in black and white of the benefits likely to accrue therefrom. The leading motive returned by the Council was that, "in order to maintain the arts, manufactures, and commerce of the United Kingdom in a condition of continuous improvement, the education of all classes of the community must be improved; and it has been thought that, while the acerbity of religious differences continued to prevent the establishment of any general system of national education, a great improvement in the means and modes of instruction, and a considerable impetus might be given to an improved public opinion on the subject of public education, by a general Exhibition which should afford a comparison not only of the existing means and appliances of instruction, but also (as far as possible) of the results which they have produced in the United Kingdom and Colonies, as well as in foreign countries."

At the close of the Exhibition, on September 2nd, all the two hundred Exhibitors except one were willing to hand over their books, maps, diagrams, school furniture, &c. The Secretary of the Treasury

writes to say that their Lordships have decided to make the Museum permanent, and this is all we hear of it in the *Journal* of the Society till 1857; the Exhibition, we then learn, has been lodged in the Cromwell Road by the Lords of the Committee of Privy Council on Education.

For ten years the collection was kept together in a temporary iron building, in which a small reading-room had been partitioned off. On the removal of the iron buildings the collection was moved, only to suffer another change in 1876, when the books were transferred to the present commodious Reading-Room, the scientific apparatus to the Western Galleries to join the Special Loan Collection, while the school furniture and other apparatus were transferred to the Horticultural Gardens; but in 1879 the National Portrait Gallery claimed the ground, and the unfortunate exhibits were crowded into a small wooden house with objects from India; the school furniture led an unvisited existence in the adjoining corridors.

According to the official view these models, although of great use for some years after the Education Act of 1870, have now fulfilled their object, and they were returned to their owners in 1888.

Paulsen, in his "History of Higher Education in Germany," says somewhere that the training of the teacher needs protection against that of the scholar and of the man of science. For the teacher the centre of interest and activity is the child, and the various scientific subjects must be co-ordinated to him for their origin; for the man of science the standpoint is quite distinct: he is interested with the development and organic coherency of his subject.

The only really important part of the Educational Exhibition left is the Library, and even this holds a secondary place with regard to the books of science. For the future no more school text-books are to be bought, and one of the chief uses of a museum for a teacher up from the country has been done away with.

Strange that education, which is both a science and an art, should hold so small a place in our national Science and Art Department! Although in England this grievous lack, for which we may one day pay dear, of a generally diffused pedagogic sense has allowed the Educational Museum to run to water, foreign nations have not been slow to accept and carry on the impulsion received from us.

A museum, mainly for Agriculture, was founded in Upper Canada in 1856. St. Petersburg, in 1864, had a Museum for establishments where Military education was given, and affiliated it, in 1871, to the Museum of Applied Science; in the same year the Bureau of Education

was started at Washington, from whence we receive valuable statistical reports every year: Rome founded a short-lived Museum in 1874; Zurich had its Museum in 1875; Amsterdam in 1876; Tokio in 1877; Paris and Bern in 1879; Brussels in 1880; Lisbon in 1882; Madrid in 1884; while Melbourne, struck at its Exhibition by the value of the French display, has also decided to have a Museum.

Of these, the best at present is the Musée Pédagogique, created on May 13th, 1879, by a decree of Jules Ferry; it was to contain a "Museum and a central library for primary education; school apparatus, historical and statistical documents and class-books, either French or foreign."

M. F. Buisson, to whom education owes so much in France, had pointed out the need of such a Museum when he was only a Primary Inspector; the present Musée Pédagogique was organized by him. A large amount of material was obtained from the International Exhibition of 1878, and lodged at first in the Bourbon Palace. Soon after the Museum moved to the Rue Lhomond; the State bought a fine collection of nearly 7000 volumes from M. Rapet, and a lending library was started. In 1885 another change was made to the spacious buildings of the Training College for manual work in the Rue Guy-Lussac.

The primary requisite of sufficient room being now obtained, the Museum rapidly increased; the number of books has risen to 50,000, occupying 16 out of the 30 rooms. Geometry, art, gymnastics, geography, needlework, handicraft, &c., are all well represented; the exhibits number close on 6000. The laboratory for the teaching of physics is excellent; in the chemistry the compartments are so arranged as to contain the whole set of apparatus necessary for teaching the leading properties of the elements.

The *Revue Pédagogique*, which had been published since 1878 by Delagrave, was made in 1882 the official Journal of the Musée; in 1884 the useful and readable series of pedagogic monographs was begun; at present they deal almost exclusively with Primary Education. When will the secondary *teacher* be as well looked after as his primary colleagues?

By the organic law of October 30th, 1886, all primary teachers were ordered within a certain time to obtain the Certificate of Pedagogic Skill: 900 sought admission to the lectures organized at the Musée, but only 225 could be accommodated. The thorough practical lectures thus begun have been continued; since. From 50 to 70 men and women receive every year a course of scientific manipulation in the physical laboratory; the 20 tables are so arranged that the students pass along in pairs under the guidance of the professors.

These and many more benefits that spring up so naturally when once a centre of activity has been found do not cost France more than £1200 a year. The Museum at Japan has an annual budget of £3000. Is it too much to ask a rich-country like England to spend as much for her teachers? So far, nearly all the Museums, except the one at Brussels, are devoted to primary work. Is it not time to recognise that education is one and indivisible? Cannot England make this further advance, and give us a Museum adequate to the needs of Primary, Secondary and University education? Our educational nomenclature is not characterised by accuracy. Herder used to laugh at us for talking of *philosophical* instruments; can we have such a thing as an *Educational* Museum? Will the growth of a pedagogic sense in the country give us at last a Teachers' Museum?—W. S. WIDCERY, in the *Journal of Education*, (Boston).

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### PROFESSIONAL IMPROVEMENT.

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We take the following from the *Boston Journal of Education* of February 6th. Though addressed to American teachers, the article is one worthy of the attention of all men engaged in education:—

The past few years have marked a great advance in every department of science, in the nature and methods of work undertaken in every profession, and in nothing more plainly than in teaching. Primary work has been revolutionized. Growth, progress, development, are the order of the day. In our colleges, probably the most conservative institutions in the country, the instruction is assuming entirely a new phase. The student is directed from facts and phenomena to principles and conclusions, instead of the reverse process, as formerly.

He who holds to tradition, clings wholly to past methods, who is satisfied with present attainments, who sees nothing good in the so-called new education, and fails to keep step with the march of progress, has certainly passed his day, if he ever had one. Laggard is his name. In every class of educators, however, are to be seen men and women as progressive, as scholarly, as consecrated, as are found in any other profession or calling. What is true of a part should be true of the whole. Those already in the ranks should jealously guard them against the entrance of any who are not by education and special training well prepared for good work.

Not until teachers as a body are united in earnest support of all agencies for advancing the standard of admission to our profession;



not until all recognize the fact that there is room for improvement however-so-long one may continue in the service, have we a right to expect the entire sympathy and co-operation of the people.

Not until the above conditions are fulfilled have we a right to claim that teaching is a profession. It may be well to call it so, but it will be better when teachers are all so imbued with a true professional spirit as to justify the use of the term. The matter is in our own hands, and

"The fault, dear Brutus, is not in our stars,  
But in ourselves [if] we are underlings."

As one of the means for professional improvement may be suggested *the cultivation of a spirit of enthusiasm.*

Like other mortals, teachers do best that which they like best to do, and like to do what they do best. He who lacks enthusiasm, who teaches for money alone, or because the business is eminently respectable, a good stepping-stone to something else, understands but little what is meant by a genuine love of teaching. He does his work the hardest way and loses half the joy of living, who allows himself to carry about such a spirit.

" 'Tis working with the heart and soul  
That makes our duty pleasure."

When one resolves to work as teacher, enthusiasm will not long be lacking.

Again, *thought, study, and reflection.* In any business the thinker is at a premium. At the close of the day, week, and term, a careful and conscientious review of progress and failure should be made, and their causes considered. Our study should lead us to plan carefully each day's work, to move in accordance with some well-laid plan, to have a reason for each step we take. Indefinite teaching is sure to result in indefinite knowledge and indefinite expression. "Why do I take this step?" is the question the teacher should bring herself to face and answer at every stage of her work.

Again, *a study of the child, of mind, growth, and development.* The cause for the great advance in primary methods is the fact that our efforts are founded on a more rational basis, the result of a study of the child and the motives that impel him to action. Grammar and high school teachers do well to study good primary work; they will teach better in their own grades because of an intimate knowledge of and sympathy with child nature.

Again, *reading educational journals.* No teacher can afford to be without an educational journal, and no wide-awake one will be. Not every article will equally interest and profit all teachers, but in every

issue may be found something of value. The cost of a year's subscription is small, compared with the good the paper will do if rightly used.

Again, *a careful study of professional books.* The lawyer, the physician, or the clergyman, deprived of his valuable library, would be lost. Without such a library he never reaches any prominence,—as unlikely to obtain honor as he is unworthy to receive it,—a laggard in the race. The same is true of a teacher. He who is most interested in educational literature works most in accordance with correct principles, has highest aims and noblest purposes.

Again, *a study of school-reports and catalogues.* In no better way can we learn of educational progress about us than by a study of school reports. The thoughts and conclusions of men who are giving their whole time to a careful investigation of all school problems merit our consideration. Marked progress in other schools should stimulate us to do as well, if not better. The successes and failures of others may be a constant guide and inspiration to us.

Again, *joining and attending teachers' associations, institutes, and summer schools.* No more effective agency for quickening the professional spirit of teachers is to be found than these gatherings. They should be supported by every teacher in the ranks. All should attend in the spirit of learners, willing also to aid in discussions, class exercises, or help in any other way. With the right spirit on the part of those who attend,—nothing of the unfriendly, critical spirit,—and a careful preparation by those who take part, these meetings may be a mighty power for good in improving, enthusing, and uniting the teaching force.

Again, *school visitation.* Most school boards allow teachers a day each term in which to visit other schools. It would be well if the permission were a requirement, especially where teachers rarely take advantage of the opportunity to inspect the work of others. There are always some good schools, some enthusiastic and progressive teachers, some choice work, worth visiting and studying. The teacher who knows from personal observation what neighboring teachers are doing is pretty likely to keep out of rust and wear off the gathering rust.

And again, *an acquaintance with prominent school men and women.* To know what they do, in what channels they think, how they move others,—in fact, the key to their success,—may prove of great advantage to a teacher. Contact with a great mind, a strong intellect, cannot be otherwise than helpful, strengthening, stimulating.

He whose whole heart is in his business, who uses every means in his power to do better work in the future than he has in the past, is sure to succeed in teaching, as in any other business.—A. W. EDSON.

## SCHOOL INSTRUCTION IN MANNERS AND MORALS.

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At no recent time has the behaviour of youth attracted so much attention as at present. There seems to be a general and growing feeling of interest in this subject. The time is most propitious for urging that more attention be paid in the schools to the matter of behaviour out of school.

Instruction in manners presupposes instruction in morals. With etiquette in its strictest sense the public schools have nothing to do. Their purposes and aims are too high for time to be spent on mere conventional decorum. Etiquette contributes nothing to the formation of character. Good manners must spring from a good heart, from a solid moral foundation. The teacher must be sincere, genuine, and truthful in the broadest sense. Brusque manners which are genuine with the sincerity which comes from the heart, are far preferable to those which are assumed. The spirit of the teacher must be under masterful control. Want of health is one of the surest stumbling blocks in the way of good teaching of manners, as of everything else. If it does not make the teacher morose and irritable, it will at least prevent him from being cheerful. The ideal teacher of morals will have all of the subtler refinements of character and bearing which are so indescribable and yet which make their possessor so evidently "a perfect gentleman." The elements of behaviour to be taught are truthfulness, modesty, and courtesy, in thought, speech, and action.

Text-books have no place after the pupil reaches the age of observation. At this age the use of text-books is in direct contradiction to the laws of nature. When he notices the manners of others and the effect produced by his own on others, especially on the opposite sex, he must be taught largely by observation. We must teach him by something which never goes into language. What a man is, tells far vastly more than what he says.

The teacher, especially of the high school, has numberless opportunities for giving these lessons,—such as the recognition of his pupils in the street, and conversations with them, both in and out of school. The best opportunity for influencing the students comes at the opening exercise in the morning. Then their minds are in an unusually receptive state. The tendencies started then will dominate the whole day. The instructor should read selections which have a bearing upon the subject, from the best authors. Subjects can often be chosen which are applicable to special conditions of the school life, when it may be

desirable to produce some particular effect. The selections may be taken from such books as Wordsworth's "Ode to Beauty," or "On the Dancing Daffodils," Carlyle's Essays, Hamerton's "Intellectual Life," Hazlitt's "Table Talk," Kingsley's "Letters and Memoirs," Darcy Thompson's "Day Dreams of a Schoolmaster," James Freeman Clarke's "Self Culture," Haweis' "Music and Morals," or Ruskin's "Sesame and Lilies."—J. TETLOW, *Journal of Education*, (Boston).

### A REAL DIFFICULTY IN TEACHING.

In his work on "Moral Order and Progress," Mr. S. Alexander, one of the younger generation of Oxford philosophical teachers, makes a remark, says the *Private Schoolmaster*, which seems eminently worthy the careful attention of those who are engaged in education, and especially of those who try to pierce at least some little depth below the mere surface of things, and who do what they can to get at the inner feelings of those they have to teach. "In intellectual education," Mr. Alexander observes, "the mere imparting of knowledge is relatively easy for the skilful teacher. The hardest part of his task is to break through the crust of reserve, and so effect that communion of feeling, and with it of intellect, without which learning is unfruitful for the learner and teaching ineffectual for the teacher." The advantage, nay more, the necessity, of thus establishing some common intellectual feeling between teacher and taught, the importance of that personal magnetism, as we may call it, which can bring the two intelligences into close and active communion can hardly have been emphasised more strongly. And indeed Mr. Alexander would seem to have placed his finger on the principal cause of a teacher's inability to make the most of the intellectual material which is entrusted to his care. The mere cold and lifeless imparting of knowledge, the stretching out of the bread of learning with a gesture that at least implies little care whether the bread be accepted or not is hardly more difficult than the offer of a piece of bread to the beggar that passes by the gate. But so to hold forth the gift that the mere holding it forth expresses unmistakably the sympathy and interest of the giver, and thus causes, involuntarily it may be, some answering response of interest on the part of the recipient, this is a different matter altogether. But as in the world outside, so in the world of education, the possession of this indispensable gift is an individual endowment. It may indeed be cultivated, if it originally exists, but it can hardly be implanted where the seed is not indigenous. And the more teachers and Schoolmasters can be brought to recognise the fact that teaching is

in good truth as real a vocation as was the vocation to a religious life in the times gone by, the better for education altogether. There has often been too common an idea that any person who possesses a certain quantity of knowledge, and can impart that knowledge in a fashion, however crude and unsatisfactory, was qualified to become a teacher. We are glad to think that this imperfect and endangering idea is becoming more and more obsolete, and we shall be glad to see the day when its full importance and full significance shall have been allowed to find its natural and inevitable developments. That the teacher must—if he is to be any real teacher at all—be not only a machine for the transference of knowledge, but a real man who can inspire and communicate something of his own enthusiasm, his own love for knowledge, is a fact that should be kept strictly in view by all who guide or direct the educational interests of our country. Such teachers can be found, and it is the duty of all good citizens to find them out, and then to take care that they are fully and usefully employed.

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### ENCOURAGEMENT v. CENSURE.

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Whilst teachers and schoolmasters are undecided on many questions, it is, we imagine, pretty generally admitted that the average schoolboy is more easily worked on by encouragement than by blame; that he will work harder to deserve encomiums than to escape censures, and that the hope of gaining a good word from his master will urge him to greater efforts than the mere endeavour to avoid disfavour. Though this is, as we believe, generally admitted as an abstract proposition, we are not quite sure that it is sufficiently acted upon by teachers in the general work of every day. For there can be no doubt that wise commendation is not so easy as appears at first sight. The gradation or the varying in degree to correspond with the variation in performance is a matter which can hardly be satisfactorily adjusted without considerable experience and considerable tact. The master who continually gives high marks for work done is apt to make himself as ridiculous, or indeed more so, than the master who punishes every mistake with an imposition or the cane. In theory or on paper the golden mean may appear sufficiently easy of attainment; but in practical every-day life we know that it is a matter of much difficulty. Still, when all deductions are made, we think that schoolmasters would be well advised if they tried rather more often than they do the advantages of encouragement and commendation, and were less ready than they now are to rebuke and reproach anything that is done amiss. Boys are anything but infallible, and it is generally recog-

nised that the expectation of censure when it becomes habitual has a very deadening effect on the intellectual activities. If a boy can hardly ever hope to obtain a good word from his master, if he knows that his best efforts will be practically unappreciated, he is naturally inclined to do his task in a perfunctory fashion, and to care but little what his master may say. If, however, he is, on the contrary, sure that a really good piece of work will obtain due recognition, if he can be sure that, from this point of view, thoroughly careful work brings its own advantages, he will, from the nature of the case, be inclined to do all that he can to reach the higher standard which is set before him. And, while this is true of the clever or average scholar, it is, we believe, equally true in the case of the less capable or duller student. But here unfortunately the merit of the performance is less marked and less evident, and the master should be specially on his guard not to blame as wilful wrongdoing that which too often is merely the result or the outcome of limited capacity, or rather of incapacity. Censure and punishment must, of course, have their due place in the appreciation of school work; but we would urge all those engaged in school management to find as much more room for a word of praise or for the expectation of commendation as they possibly can. We are quite sure that they will find their reward in improved work and in more earnest pupils.—*The Private Schoolmaster.*

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## EARLY AND LATE DEVELOPMENT.

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Though we, who have the advantage of living in the nineteenth century, imagine we know so very much more than our grandfathers of the last century, still we are continually finding that our own boasted knowledge has some limitations, and that there are very many things connected with our souls and bodies about which we know and, indeed, can know, very little indeed. And there are, moreover, some matters of which even schoolmasters are ignorant, though they endeavour, as far as may be, to conceal this unpleasant fact from the knowledge of their pupils. One of these questions upon which we are yet ignorant is what may, perhaps, be called the law of individual development, *i.e.*, the order of circumstances whereby the mental and intellectual powers arrive at maturity, and the point which makes such an inquiry of special interest to the schoolmaster is the strange experience which after-life affords him in this respect. All schoolmasters know instances where a pupil has seemed to be endowed with eminent ability, who has carried all before him, and has easily surpassed his competitors in the schoolboy race, and yet, after a time, sometimes a short, or sometimes a longer, period, his mental growth seems to be suddenly and unexplainably arrested, his work falls

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off, and his fellows, who before were quite unable to keep pace with him, now run easily step by step at his side, and, indeed, before very long altogether pass him, and leave him struggling or, rather, ceasing to struggle, far in the rear. Now, the point at which this intellectual cessation, this mental arrestment, takes place is so varied in individuals that it seems quite hopeless to attempt to make any statement concerning it with certainty or precision. If you have ten boys of the same age, and apparently of the same degree of mental capacity, it is practically impossible for any one to predict in each individual case when the point of mental maturity or the cessation of intellectual development will be reached. We all know that there must be some law which governs all these varying phenomena, and we feel quite sure that there is somewhere a key to this perplexing question, but at present it is hid from our eyes, and it is in vain that we ask the help of science or of biology. As the world progresses, and as we progress with it, this matter, with others which we cannot understand, will, no doubt, be made clear and intelligible. Now we can but acknowledge and recognise the existence of these uncertainties, and deal with them as we find them. There is the one consolation that disappointments on the one side will be compensated by unexpected attainment on the other, and if young Robinson, who now seems likely to be Senior Wrangler, should have to content himself with a much less distinguished position some ten or twelve years hence, we may equally hope that young Brown, who now seems in no way different or superior to his fellows, may by that time have developed an unsuspected capacity in one direction or the other, and may compensate his school for the absence of a Senior Wrangler by gaining an Ireland scholarship or winning the highest place in some equally great scientific competition.—*The Private Schoolmaster.*

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## THE LOWERING OF THE STANDARD FOR DEGREES.

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We are glad to see that the movement for the lowering of the standard of the London Medical Degree Examinations has found scant favour with the authorities of the University; for we are quite convinced that alteration in that direction is in no way desirable. With the multiplication of Universities going on all around us, it is of the first importance to maintain the fairly high position that most University degrees at present have attained. It would indeed have been deplorable, had the natural but undesirable anxiety of certain incapable persons to lessen the results of their own incapacity had any effect in diminishing the proud pre-eminence which has so long placed the London Medical

degrees at the head of all degrees granted in that subject. It is certainly of great importance for the welfare of any branch of knowledge that some at least of the permanent certificates which are granted should have a real and recognised high value. Those who are unable to reach the standard should not be allowed to place themselves on an apparent equality with those who can by lessening the minimum which is expected for success. It is in every way much better for a degree-granting corporation that its degrees should be distinguished and sought after, than that it should have a lengthy roll of inefficient and ignorant graduates. It is indeed in the high standard that has always been enforced that the main value of London degrees consists, and those who would urge the authorities to lessen that value are no real friends to the best interests, not only of London University, but of the University system everywhere.—*The Private Schoolmaster.*

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### TEACHING NONSENSE.

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Good schools are not guilty of this sin, but all poor ones are. The repeating of words, words, words, is by no means dead, and not likely to die very soon. The other day we heard a boy of twelve conning over his spelling lessons. Words, syllables, and letters dropped from his lips like oil. It occurred to us to ask him the meaning of the words he was using, and he failed on half, and was hazy concerning the rest. Why was this? Nonsense-teaching; nonsense, and nothing less. In a certain school, like this, the teacher had been accustomed to lecture his pupils on physiology and the laws of health. At the close of one of his dissertations, he requested his pupil to write an essay repeating what he had said, and a boy of twelve produced the following:

"We breathe with our lungs, our lights, our kidneys and our livers. If it wasn't for our breath we would die when we slept. Our breath keeps the life a-going through the nose when we are asleep. Boys who stay in a room all day should not breathe. They should wait until they get out in the fresh air. Boys in a room make bad air called carbonic oxide. Carbonic oxide is as poison as mad dogs. A lot of soldiers were once in a black hole in Calcutta, and carbonic oxide got in there, and killed them. Girls sometimes ruin the breath with corsets that squeeze the diaphragm. A big diaphragm is best for the right kind of breathing.

The reason why this boy made these mistakes was because he had been "taught" science according to the text-book, or pouring-in-process method. True scientific teaching could never have produced such results.—*The School Journal.*



## INDIAN CIVIL SERVICE REGULATIONS.

The Secretary of State for India has announced that the number of candidates to be selected for the Indian Civil Service at the open competition of 1892, the year from which the new age rules begin, will be thirty-two. We make the following extract from the Regulations for the examination to be held in August of that year.

The open competitive examination will take place only in the following branches of knowledge:—

	Marks.
French Language and Literature ... ..	500
German do do ... ..	500
English do do (including special period to be named by the Commissioners) ... ..	500
Sanskrit Language and Literature ... ..	500
Arabic do do ... ..	500
English Composition ... ..	500
Greek Language and Literature ... ..	700
Latin do do ... ..	750
Mathematics (pure and applied) ... ..	900
Advanced Mathematical subjects (pure and applied) ... ..	900

Natural Science, i.e., any number not exceeding *three* of the following subjects:—

Elementary Chemistry and Elementary Physics ... ..	600	}
(N.B.—This subject may not be taken up by those who offer either Higher Chemistry or Higher Physics.)		
Higher Chemistry ... ..	600	
Higher Physics ... ..	600	
Geology ... ..	600	
Botany ... ..	600	
Zoology ... ..	600	
Animal Physiology ... ..	600	
English History ... ..	500	
Greek History (Ancient, including Constitution) ... ..	400	
Roman History (do do do) ... ..	400	
General Modern History (period to be selected by candi- dates from list issued by Commissioners, one period at least to include Indian History) ... ..	500	
Political Economy and Economic History ... ..	500	

	Marks.
Logic and Mental Philosophy (Ancient and Modern) ...	400
Moral Philosophy (Ancient and Modern) ...	400
Roman Law ...	500
English Law, viz.—Law of Contract—Criminal Law— Law of Evidence and Law of the Constitution ...	500
Political Science (including Analytical Jurisprudence, the Early History of Institutions, and theory of Legislation) ...	500

Candidates are at liberty to name any, or all of these branches of knowledge. No subjects are obligatory.

The merit of the person examined will be estimated by marks; and the number set opposite to each branch in the preceding regulation denotes the greatest numbers of marks that can be obtained in respect of it.

The marks assigned to candidates in each branch will be subject to such deduction as the Civil Service Commissioners may deem necessary in order to secure that "a candidate be allowed no credit at all for taking up a subject in which he is a mere smatterer."

The examination will be conducted on paper and *visà voce*, as may be deemed necessary.

Selected candidates before proceeding to India will be on probation for one year, at the end of which time they will be examined, with a view of testing their progress in the following subjects:—

*Compulsory—*

	Marks.
1. Indian Penal Code and Criminal Procedure Code, 1882 ...	500
2. The principal Vernacular Language of the Province to which the candidate is assigned ...	400
3. History of British India ...	300

*Optional—*[Not more than two of these subjects].

1. The Code of Civil Procedure, 1882, and the Indian Law of Contracts, 1872 ...	500
2. Hindu and Mahomedan Law ...	400
*3. Sanskrit " ...	400
*4. Arabic " ...	400
5. Persian " ...	400
*6. Political Economy ...	400

\* These subjects may not be offered by any candidate who has offered them at the previous examination.

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In this examination, as in the open competition, the merit of the candidate examined will be estimated by marks (which will be subject to deductions in the same way as the marks assigned at the open competition), and the number set opposite to each subject denotes the greatest number of marks that can be obtained in respect of it at any one examination. The examination will be conducted on paper and *visd voce*, as may be deemed necessary. This examination will be held at the close of the year of probation, and will be called the "Final Examination."

Candidates will be tested during their probation as to their ability to perform journeys on horseback, and no candidate will be deemed qualified for the Civil Service of India who fails to satisfy the Civil Service Commissioners of his competency in this respect.

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PROCEEDINGS OF THE DIRECTOR GENERAL OF PUBLIC INSTRUCTION.

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**College of Engineering.**—In the above letter the Principal, College of Engineering, records his opinion on some important questions which were referred to him in Proceedings No. 5439, dated 30th May 1890, reviewing the report of the college for 1889-90.

The first question referred to the raising of the standard of admission to the Engineer Subordinate class, with a view to securing men with a higher standard of general knowledge for professional training. Captain Love approves of the general principle, but considers it inexpedient to raise the standard at present. The Director concurs with him in thinking that any abrupt change will bring about a dislocation which will be injurious to the interests of the college. He therefore approves of Captain Love's recommendation that Article IV (7) of the College Rules should be modified so as to permit of candidates who have passed the Upper Secondary examination or the First in Arts examination securing admission to the Engineer Subordinate class in preference to Matriculates. Government is being addressed on the subject. Their attention will also be drawn to the approaching disability of Matriculates, notwithstanding their having obtained Engineering certificates, for the superior branches of the public service, under the operation of G. O., 20th June 1889, No. 351, Educational.

As regards the large proportion of failures in Mathematics at the last B.C.E. degree examination, the Principal is not able to give any further explanation except that "the final year's course in Mathematics at the college is confined to subjects which are not at present included in the B.C.E. syllabus." The Director notes, however, Captain Love's remark that the proposed revision of the B.C.E. syllabus will be more in accord with the Mathematical course as now taught in the college and that better results may be expected when this is the case.

The Director is glad to note that as many as five Military probationers are expected to join the college in August next.

With regard to the pupils of the Artizan class, the Director has much pleasure, under the authority conveyed in Article III (3) of the Middle School notification to allow them to appear in the optional branches alone and also to exempt them to bring up English as a compulsory subject.—*Pro. No. 7199*  $\frac{A}{2}$  of 9th July 1890.

**Municipal Industrial School, Tinnevely.**—There had been a marked fall in numbers since the previous inspection, but the decline was wholly confined to the beginners' section. The school suffered considerably for want of a proper Superintendent, but no steps need now be taken to engage the services of a competent man as the institution will be merged in the District Board Technical-Normal School, which will be established in Tinnevely early in 1891.

The success obtained at the Industrial and Literary Standard examinations was very fair on the whole, considering the disadvantages the institution had been laboring under. The Director is glad to learn that the carpentry instructor has passed the Middle School examination in the first class, and that the blacksmith and rattan instructors also intend appearing for the same test. As the teachers have gained more experience, the Director hopes that even better results will be secured at the next inspection. He would, however, suggest to the members of the Municipal Council to occasionally visit the school while at work and to interest themselves in its development. The satisfaction of the school needs immediate attention.

It appears that the statement has not been correctly prepared. The outlay on scholarships is returned as Rs. 166 only, while on the receipt side the payment from Municipal and Local funds on account of scholarships is given as Rs. 669-15-4 and Rs. 153-14-9, respectively. This should be explained. In reporting on industrial schools, the amount of sale-proceeds of school manufactures and the expenditure on raw materials should be distinctly exhibited and a balance sheet for the year proper should be drawn up to show at a glance at what profit or loss has been worked. A form will be prescribed in the Report of 9th July 1890.

### Art Industrial

tution is not clearly in need elucidation. The

**Tazareth.**—The financial position of the institution is not clearly in need elucidation. The statement should be shown separately. The total cost is entered as Rs. 10,956, of which a sum of Rs. 3,726, (which is more than a third of the total cost) was spent on scholarships. The teaching staff cost only Rs. 2,996. In the present state of industrial education in the Presidency technical education cannot possibly make much progress without a liberal scholarship system, but such a system is not, and should not be, inconsistent with good returns by way of receipts from the sale of manufactures. Indeed, it should further the accomplishment of this object in that it gives the Manager far greater control and power over his work than he would otherwise possess. The proportion of receipts met from sale-proceeds of manufacture was only 18½ per cent. (Rs. 1,872) and is very low. The products of the carpentry class consisting of 31 pupils only yielded Rs. 220, a sum which is inconceivably low considering the standard of the boys, unless the value of articles not sold is not included. If so, the defect should be supplied next year, for it is of the first importance that the output of the school should be accurately ascertained. It is no doubt true that "the object of the institution is less mercenary than it is to teach a number of pupils to be good workmen in their respective industries." But such institutions must do a good deal of business and with the speed and energy of regular factories if they are to turn out men in every respect of the best stamp. The Director trusts that far greater attention will be paid to the commercial side of the institution; this should be done not only without sacrificing but with actual advantage to the institution as one for instruction. There is also a striking disproportion, as noted in the margin, between the value of raw materials used and the sale-proceeds in each industry. This also needs explanation.

	Value of raw material.	Value of sale-proceeds.
Weaving	Rs. 50	Rs. 875
Lace-making	Rs. 49	Rs. 604

The school is liberally aided by the Department, 39 per cent. of the total expenditure being met from this source, but in affording this aid the Director looks for other returns besides success in examinations, very satisfactory though this is.

The technical teaching staff continues to be efficient. The employment of a competent Drawing master is noted with satisfaction. In table (c) only 24 pupils are entered as learning Drawings. It is presumed, however, that effect is being given to the suggestion in the last review, that all industrial pupils should be taught Drawing. This is a *sine qua non* in an institution which seeks to be regarded in all respects as an art industrial school, for without Drawing no real mastery can be obtained in any

industrial art, even of the simplest character. The distribution of pupils in the various industrial classes is pretty even. Blacksmith's work and engraving are taken as second industries.

The attendance increased from 134 to 143, the increase having taken place in the carpentry and tailoring classes. The majority of pupils—94 per cent.—are Native Christians. Six non-Christians are reported as attending the drawing classes. If this is so they are not really industrial pupils. The Director is glad to learn that the attendance of artisan pupils is being encouraged by means of scholarships. At present pupils of this class form only 6 per cent. of the total attendance.

The results of the Middle School examination in arts and industries were very creditable. The Director is specially pleased to find that 11 pupils were presented for the higher examination in Drawing, out of whom nine passed. At inspection the results were equally satisfactory. A sum of Rs. 725-2-6 was earned as industrial grants.

The Director fears that the general literary education does not receive the attention it should. It is hardly necessary for the Manager to be reminded of the importance of general education, and the Director trusts that effort will be made to improve the school in this respect, as the results of the Inspector's examination were anything but creditable. The experience of the Reformatory School, Chingleput, shows that boys can work hard for seven or eight hours a day at industries and yet be taught the compulsory subjects of the standards so successfully, that hardly a candidate fails to pass and the majority pass for merit. If such increase can be secured with children many of whom belong to the lowest classes, and most of whom are admitted to the school illiterate or nearly so, there can be no doubt, if a proper system is adopted, that equally good results can be obtained from children who are taught from their infancy. Unless the literary education is efficient, the character of the school must suffer, whilst its claim to continued liberal treatment by the Government will be jeopardised. Provision should be made for the teaching of gymnastics on the English system. Aid will be given for a suitable instructor.—*Pro. No. 7199-Z of 9th July 1890.*

**Board Middle School, Alattur.**—The Director is glad to note that the District Board have sanctioned a liberal sum of Rs. 4,000 for the erection of a suitable school-house and that the necessary maps, furniture and apparatus have been supplied to the school. It is hoped that the Inspector's suggestions for raising the pay of the teachers and for improving the library will also receive the favorable consideration of the President. The pay of the members of the staff should, if possible, be made progressive as a stimulus to more efficient work. The results in gymnastics were poor; the present instructor must be replaced by a competent and certificated man.

The results of the Middle School examination of 1888 and of inspection cannot be considered altogether satisfactory. Better results are expected at next inspection. It is satisfactory to note that the receipts from fees alone covered almost the total outlay for 1888-89 and that the fee income has been steadily increasing.—*Pro. No. 7199-T of 9th July 1890.*

**Basel German Mission Middle School, Ponani.**—During the year J. P. Sankuni Nair, whose work was not satisfactory, left the school, and an experienced and trained Matriculate was appointed Headmaster. The Second Master, Gopala Menon, should, as suggested by the Inspector, qualify for a Normal or Ordinary certificate as early as practicable. It is regretted that at the Comparative examination of the 3rd class held in 1889 not a single pupil passed out of 19 presented for it. This result is not creditable to Gopala Menon, the teacher concerned. At inspection the results were, however, fair. The new Headmaster will, it is hoped, maintain the efficiency of the school. The attendance rose from 57 to 75 since last inspection. It is a matter for regret that no regular instruction was given in gymnastics for want of an instructor and the requisite apparatus. These defects should be remedied without delay and a library should be formed. If the *Journal of Education* and the *Educational Directory*, edited by Mr. Harrow, are subscribed for, half the cost will be borne from Provincial funds in the shape of a library grant. The fee income was low. It covered a little over 50 per cent. of the total cost.—*Pro. No. 8161 of 6th August 1890.*

## UPPER SECONDARY EXAMINATION, MAY 1890.

The following Candidates are declared to have passed in the written portion of the Compulsory Branches at the UPPER SECONDARY EXAMINATION held in May 1890:—

Register Number.	Name of Candidate.	Father's Name.	Age.	From what School coming up.	Vernacular brought up under Branch II.
<i>Second Class.</i>					
131	Tiruvanmiyur S. Krishnaswami Aiyar.	T. Sundara Aiyar.	18	Chengalvaraya Nayakar's Commercial and Technical High School.	Tamil.
155	Mudabusi Seshayya.	M. Venkataswami Sastri.	20	Private study ...	Telugu.
136	Tandalam Shanmuga Mudali.	T. Somasundra Mudali.	17	Chengalvaraya Nayakar's Commercial and Technical High School.	Tamil.

The following Candidates are declared to have passed in the Branches or portion of Branches mentioned in column 6 for which they were specially permitted to appear under Article 6 of the UPPER SECONDARY EXAMINATION Notification:—

Register Number.	Name of Candidate.	Father's Name.	Age.	Branch or Branches or portions of a Branch specially permitted to bring up.	Vernacular brought up.
32	N. R. Vaidyanada Aiyar.	N. R. Ranga Aiyar.	28	Malayalam Translation (Branch I).	...
46	Nathaput C. Srinivasa Chari.	N. V. Chakravarti Aiyangar.	27	Branches I and II*	* Tamil.
54	C. S. Mahalinga Aiyar.	C. Swami Aiyar.	34	Malayalam Translation (Branch I).	...
167	Saiyid Pir Badsha Hussaini.	Saiyid Pir Nadir Hussaini.	20	Branch II†.	† Hindu-stani.
168	Tiruvur Rangarajada Mudali.	T. Viraswami Mudali.	21	Tamil * Translation (Branch I).	...
170	Suryanarayana Sastri.	D. Krishna Sastri.	22	Branch II‡.	‡ Sanskrit (except Translation).

(By Order.)  
Office of the Commr. for the U. C. S. Examinations,  
Madras, 11th August 1890.

E. H. ELLIOT,  
Secretary.

## EDUCATIONAL NOTIFICATIONS.

## UNIVERSITY OF MADRAS.

In the Sanskrit text-books prescribed for the First in Arts Examination of 1891, printed on page 393 of the University Calendar for 1890-91, Part I., the following alteration is made:—

*For*—Raghuvamsa, sargas 1 to 2 and 16 to 19,

*Read*—Raghuvamsa, sargas 1 to 2 and 16 to 19 (omitting slokas 5—47 in the 19th Canto).

In the Malayalam texts for the First in Arts Examination of 1892, published on page 740, Part II., of the *Fort St. George Gazette*, dated 3rd June 1890,

*For*—Bakavadham Kathakali, by Vadakkam,

*Read*—Bakavadhan Kathakali (Vadakkam).

W. H. WILSON, Ph.D.,

Senate House, 29th July 1890.

Registrar.

In the University Calendar for 1889-90, Vol. I., page 369,

*For*—

URIYA.

Udyogarparya Jivancharita, by Fakirohand Senapati, Charupatha, parts I & III.

*Substitute*—

Udyogaparva, Charupatha, parts I & III.

(By order.)

SENATE HOUSE, }  
25th July 1890. }

W. H. WILSON, Ph.D.,

Registrar.

## GAZETTE NOTIFICATIONS.

*Fort St. George Gazette, Tuesday Evening, August 5, 1890.*

*Cotacamund, August 1, 1890.*

Surgeon F. J. Crawford, M.D., to be Professor of Pharmacy and Materia Medica, Madras Medical College, *vice* Surgeon W. B. Browning.

*Fort St. George Gazette, Tuesday Evening, August 12, 1890.*

*Cotacamund, August 11, 1890.*

Under section 6 of Act XXVII. of 1857, His Excellency the Governor in Council is pleased to nominate the undermentioned gentlemen to be Fellows of the University of Madras, namely:

Surgeon-General W. F. deFabeck, M.D., Surgeon-General with the Government of Madras.

Brigade-Surgeon C. E. McVittie, F.R.C.S., Principal Medical Storekeeper.

Surgeon-Major F. H. Blenkinsop, Acting Surgeon, Third District.

Surgeon-Major W. Price, M.D., Acting Surgeon, General Hospital.

*Fort St. George Gazette, Tuesday Evening, August 26, 1890.*

*Cotacamund, August 22, 1890.*

Surgeon-Major W. Price, M.D., to act as Professor of Anatomy, Medical College, during the absence of furlough of Surgeon-Major H. Allison, M.D., or until further orders.

## APPOINTMENTS, LEAVE, &amp;c.

BY THE DIRECTOR OF PUBLIC INSTRUCTION.

The Director is pleased to appoint T. S. Muhammad Husain Sahib, Fourth and Acting Third Assistant Master, Government Madrasa-i-Azam, to act as Sub-Assistant Inspector of Muhammadan Schools in the Northern Circle in the Probationary class *sub. pro tem.*, *vice* Muhammad Ibrahim Sahib, resigned. To join as early as practicable.

Muhammad Husain Sahib will be confirmed in the third class so soon as he completes the Sub-Assistant Inspectors' tests, provided his work is reported on favorably by the Inspector. He must pass the necessary test in Telugu also according to the Upper Secondary examination standard. His claims for promotion to the second class will be favorably considered if he fulfils all the above conditions.—*Pro. No. 6911 of 7th July 1890.*

The Acting Director is pleased to make the following appointments in consequence of the retirement of M.E.Ry. C. Seshayya, Head Clerk, Presidency College.

K. C. Ambalavana Pillai, Librarian, to be Head Clerk, Presidency College sub. *pro tem.* on Rs. 60, the minimum pay of the post.

T. Saravanamuthu Pillay, B.A., to be Librarian, Presidency College, sub. *pro tem.* on Rs. 40, the minimum pay of the post.—*Pro. No. 8159 of 6th August 1890.*

**List of Subscriptions received by the Superintendent, L. A. Press,  
Madras, on account of the "Journal of Education,"  
from 30th July to 26th August 1890.**

		RS. A.
President, Taluk Board, Masulipatam	September 1889 to August 1890...	4 8
Rev. J. Smith, Ahmednagar	... for 1890...	4 8
Head Master, Board Normal School, Salem	... do. ...	4 8
Rev. L. E. Scudder, Ranipet	... do. ...	4 8
W. A. Home, Esq., Hyderabad, Deccan	... do. ...	4 10
Head Master, L. F. Middle School, Palkonda	April 1890 to March 1891...	4 8
Rev. A. C. Taylor, Fort St. George	July 1890 to June 1891...	4 8
Head Master, L. F. Board School, Saidapet	April 1890 to March 1891...	4 8
President, Taluk Board, Mussiri	February 1890 to Jan. 1891...	5 8
Secty. and Manager, Art and Indust. School, Madras	June 1890 to May 1891...	4 8
Secretary, Church Mission Society, Madras	July 1890 to June 1891...	4 8
Principal, Training College, Hyderabad, Sindh	June 1890 to May 1891...	4 8
President, Taluk Board, Gooty	July 1890 to June 1891...	4 8
Manager, B. G. M. High School, Calicut	... do. ...	4 8
Chairman, Municipal Council, Anantapur	... do. ...	4 8
President, District Board, Cuddapah	... do. ...	4 8
Head Master, Zemindary High School, Parlakitmedi	... do. ...	4 8
President, District Board, Nellore	... do. ...	9 0
Head Master, L. F. Normal School, Mangalore	... do. ...	4 8
Manager, Convent Girls' School, Jurlgacherry	... do. ...	4 8
Head Master, English Middle School, Paramakudi	June 1890 to May 1891	4 8
Secretary, Reading Room, Kulitalai	August 1890 to July 1891...	4 8
Rev. Fr. Cyriacus, Maunam, Kottayam	... do. ...	4 8
Manager, St. Antony's Middle School, Tanjore	... do. ...	4 8
Miss J. E. Wayte, Nellore	... do. ...	4 8
Head Master, Board Middle School, Kottam, Palghat	... do. ...	4 8
President, Taluk Board, Chicacole	April 1890 to March 1891...	4 8
Rev. V. W. Harcourt, Palancotta	January to August 1890...	3 0
Head Master, St. John's School, Bangalore	July to December 1890...	2 4
Secretary, Middle School Reading Room, Ganapathi Agraram	... do. ...	2 8
Manager, N. H. S., Palghat (in part)	August 1890 to January 1891...	2 0
L. Gyanchendra, Secunderabad (in part)	... do. ...	2 4
Head Master, High School, Chikmagalur	... do. ... for July 1890	0 8
<b>Total Rupees</b>		<b>139 10</b>