

languages other than English, of all persons who however otherwise qualified to examine in them do not possess a very fair knowledge of English as well. A mere statement of this proposition will carry conviction in the minds of those who are interested in preventing these examinations from being reduced to a mere farce.

Another reform is the abolition, at least from the higher examinations, of the method of affixing marks to each question. This method has evidently been introduced with a view to arriving at accuracy of valuation, but this however desirable is not the sole nor the primary object of an examination. This mechanical accuracy is attained at too great a sacrifice of efficiency. The system handicaps an examiner to such an extent that with his eyes open and in spite of himself he has to "pass" a candidate whom he would never otherwise pass and to "plough" another who surely deserves a better fate. A system which renders an examiner a mere automaton and has a tendency to take away from him all sense of responsibility and intelligent interest in his work stands self-condemned.

The above note is not meant to be exhaustive but merely suggestive.

G. C. B.

HOW PSYCHOLOGY SHOULD BE TAUGHT.

One of the reasons why Psychology appears exceedingly dry and difficult to our students is, I believe, an erroneous conception of its subject-matter. Though modern works on Psychology define its scope more or less definitely, very little attempts are made by those who actually teach the subject to give the students a clear and definite idea of things studied in Psychology and of the methods of investigation to be followed there-in. The consequence is that students as a rule take it as a mysterious science dealing with certain mysterious and

ethereal objects about which they can not know or discover anything more or less than what is given in their text-books. We have therefore found students who can write pages of learned matter on "Tactual perception of External things," but can not write a sensible paragraph on the growth of the ideas of 'a pen,' or 'my pen.'

I believe this state of things will disappear if the teacher takes some pains in making the subject *interesting* to his students. And the best way of doing it is to give them a clear and definite idea of its subject matter. It may be pointed out that Psychology is not a mysterious science, but a plain empirical study of facts as real and as open to observation as the facts studied in Physics or Chemistry or Astronomy. Physics deals with certain things called physical, things like Matter, Electricity, Heat, Light, in order to discover some laws about them. It attempts to find out the general properties of matter, special properties of liquids, gases, heat, electricity, which are open to observation and which may be multiplied by experiments in our laboratories. Chemistry studies the laws of certain peculiar changes, analyses compounds into their constituent elements and discovers their properties. Similarly, Psychology deals with certain facts as real as any physical facts and as open to observation, namely facts like sensation, percepts, images, sympathy, anger, pleasure, pain, which are as real as oxygen and hydrogen and as worth investigating into as physical objects. Chemistry tries to find out the properties of oxygen, to notice that it is invisible, inodorous, supports life and combustion. A psychologist tries to find out the properties of Pleasure, a thing as real as oxygen, and probably as important. For instance, he finds that pleasure is a purely mental thing, springs under certain conditions, creates a desire to

continue it, varies in kind and intensity, and enters as an element in all desires. If in Chemistry we analyse Sulphuric Acid into sulphur, hydrogen and oxygen; in Psychology we analyse a percept into a group of sensations, a desire into an idea of a thing which is pleasant and felt as a want, a craving, an active consciousness and in some cases involving a representation of the movement to be made in order to realise it. In the investigation of a physical phenomenon like heat, we notice its effects on a material substance; in the investigation of a mental phenomenon like feeling, we notice the effects of repetition or change on it, how the former dulls and the latter intensifies it. The physical substances are reducible to sixty-six elements. All mental phenomena in spite of their infinite variety are reducible to three: knowing, feeling, willing.

In a word, Psychology, like physics, deals with a certain department of things called mental things, things like sensation, percepts, images, concepts, thought, attention, memory, desire and numerous others which remain to be discovered by the investigators. How can we get at these facts which we have got to study? Exactly by the same methods which we employ in the physical sciences—Observation and Experiment. To discover the properties of Gold, you get some of it, heat it, weigh it, note its specific gravity, discover the compounds it forms with other elements, the acid in which it is soluble and so forth. Similarly to discover the properties of a sensation, you excite a point on your skin by a pin, notice the sensation that follows and its characteristics. You find it has no weight, but it has a concomitant feeling (pain); it has a certain intensity which varies with the strength of the stimulus applied; is qualitatively different from the sensation which is produced by some sugar put on the tongue; occupies some time but not space; lasts a little longer than the stimulus: disappears when the nerve

connecting the skin point and the brain is cut ; appears as external, though it is an interesting enquiry whether it did so appear from the very beginning or this property is subsequently acquired. Take again the thing called fear. Note its cause, its symptoms or expressions, the condition of its growth and decay. By Experiment again you can find out the laws of attention as you find out the laws of atmospheric pressure. Attention is active ; attracted by interesting objects ; given to one thing at a time ; constantly oscillating ; has various degrees ; and the idea to which it is given becomes vivid, intense and definite, while the idea to which it is not given tends to grow obscure and to drop off from consciousness ; it aids recollection and its span is exceedingly narrow. You can not recite a poem and do a simple arithmetical sum simultaneously, can not read more than 3 or 4 letters in half a second, can not count the ticks of a watch for a long time, nor can think of gold or flower alone for a long time as mesmerists unreasonably ask their subjects to do.

All these prove that the facts to be studied in psychology are not mysterious in any sense and that though in this science there is greater room for observation than experiment, it is no more a mysterious science than astronomy or medicine. The subject-matter of Psychology is wholly obscured by its being described as 'science of mind or soul' which naturally suggests a mysterious agent beyond observation and experiment and something vastly superior to what we call facts. Psychology does not treat of the soul, as Physics does not treat of the ultimate nature of matter. Nor is it a branch of Metaphysics, because it is taught by the professor of Philosophy. It deals, I have said, with certain plain facts like Sensation, Perception, Anger &c. which are as worth studying as chlorine, oxygen or sulphuric acid.

This ought to show that Psychology deals with a whole department of things accessible to observation and in that department, as in the department which forms the subject matter of Zoology or Botany, there is an immense field for an explorer. Certain mental things are well known as certain species of plants or animals; but there are numerous others which remain to be discovered by careful observers. Most books on Psychology scarcely draw the attention of the student to this fact; and their systematic and 'sketchy' treatment of the subject produces the erroneous impression that the task of a Psychologist is not so much *discovery* as *explanation*. But Psychology would no more be perfect with the known mental facts than medicine with the known diseases, or astronomy with the known planets. There are numerous feelings and mental phenomena which for their minuteness have escaped observation and have therefore remained un-named. But minute though they are, they are to be discovered by the Psychologist, classified, described, named and if possible explained. What discoveries are being made in this direction, and what immense field there is for an explorer in the mental region, I shall try to describe in a future paper.

P. L. B.

ENGLISH AT THE ENTRANCE EXAMINATION.

Although English is a foreign tongue to the Indian student, it has been deliberately adopted by the University as the medium of instruction, as well as the medium of expression of thought on the part of candidates for examination. What therefore is practically wanted is that our students should obtain such a ready familiarity with the language as to be able to understand books written and lectures delivered in English