

EXTRACT.

In most aided and unaided schools in the mofussil (Government schools probably form an exception,) the only graduate on the staff is the Head Master, a few other teachers are undergraduates, but those in charge of the lower classes are usually men who have not passed a single University Examination. They possess the merest smattering of knowledge, in many cases not much superior to that of the boys placed under them, and thus the foundations of the fabric of education are laid wrong. Besides, very few of these teachers possess any idea of the art of teaching. They coach the boys for the examination instead of teaching them. They have not the remotest idea of educating their pupils, of drawing out the faculties of the mind by judicious processes. The low salaries allowed to teachers are mainly answerable for this deterioration in the quality of teaching. Most schools, again, have no Library and thus there is nothing to stimulate the habit of wide reading in the teachers and the pupils. The state of things is a shade better in the metropolis, but even here we have no lack of badly-equipped teachers. The multiplication of schools during the last twenty years or so and the extreme laxity with which they have been recommended by the inspecting officers for recognition by the University have caused this deterioration; we trust that the newly framed Rules for Recognition of schools will prove more stringent in their operation and go a great way to remove this crying evil; the University counts upon the active co-operation of the Department of Public Instruction in this matter. The improvement of status of our schools—the employment of a better-paid and more efficient class of teachers and the establishment of good school libraries—is the *desideratum* here. And failing this, the abolition of bad schools will be a veritable *boon* to the country, although our country men look upon it as a *disaster*.

The Universities Commission stated nothing but the plain truth when they said—“Students after matriculation are found to be unable to understand lectures in English when they join a College.” It means nothing more or less than this—that the preliminary test for entrance into the University is wholly inadequate for the purpose

for which it was devised. And the fundamental reform that the University must address itself to is the framing of the Entrance curriculum and the conducting of the Examination in such a way that the Examination gives an absolute guarantee of the equipment necessary for entering into a course of collegiate instruction. One essential principle should be readily grasped : considering that all work is to be done both at this stage and at the further stage of College life in a foreign tongue, *great stress should be laid on the acquisition of English and with that object in view there should be an appreciable reduction in the subjects of study.*

The inclusion in the draft Regulations of translation from English into a vernacular in the paper on English has scandalised many an orthodox thinker among teachers and non-teachers, both Indian and Anglo-Indian. There was a tough fight over it both at the committee stage and at the final stage in the Senate. It was so long a part of the examination in the second language (when it was an Oriental Language) as our readers are no doubt aware. Nothing could be more unreasonable than this. In no other part of the world have people ever heard of testing one's knowledge of his mother tongue by asking him to translate a passage in a foreign tongue into his mother-tongue. Those who care to study the history of the subject will find that it was introduced as an after-thought and as room could not be made for it anywhere else, it was smuggled in and given a place where it could be least recognized. There can be, on the other hand, no truer test of one's knowledge of a foreign tongue, of the difference between the idioms of the foreign tongue and the mother-tongue than this two-fold method of translation. The examination, however, should be conducted on rational lines if it is meant to be a proper test. The passages set must be authentic literature in the vernacular and this has been provided for, though certain people wedded to the old system of *Feringhi-Bangla* snarled at the salutary rule. The paper again should be set and examined by men who really know both the languages. We do not find any safe-guard to this effect in the Draft Regulations. Hitherto there was an optional paper in English Composition for those whose vernacular was English. This concession has been abolished and,

we think, rightly. Provision has been made, we are told, in the revised Code for European schools, for the study of Indian Vernaculars and the present ruling brings matters into a line with the same provision; Besides, the University need not and should not keep one measure of judgment for one class of candidates and another measure for another; it should not vary its standards to suit the convenience of all comers. Moreover, to confess the ugly truth, it is ridiculously easy for those whose vernacular is English to score high marks in English to the great detriment of Indian boys; and the compulsory inclusion of translation from and into an Indian vernacular will act as a drag upon the former class of candidates, thus producing an equitable distribution of the burden. Besides a knowledge of an Indian vernacular will be a very useful acquisition to those Europeans and Eurasians who aspire after Indian University Education in as much as they will have to live among and deal with the people of the country.

A wide-spread apprehension prevails among our countrymen that the inevitable effect of the Draft Regulations with their provisions for stringent examinations and insistence on complete teaching appliances will be the abolition of most schools and colleges and a heavy falling-off in the percentage of successful candidates nay even in the number of students seeking higher and secondary education. With regard to the former, we have already said that the abolition of bad schools will be a veritable boon to the country, as they have done much in the past to lower the standard of education. The public spirited founders of these schools and colleges are, however, fully at liberty to spend more liberally with a view to raise their status by the employment of a better-paid and efficient staff and by making suitable provisions for libraries and laboratories. It is also expected that liberal-minded patrons will be ready to endow these institutions on a magnificent scale. Besides, the Government have already come forward with liberal offers of grants to such among them as deserve support. With regard to the latter, we must affirm emphatically that the notion that searching tests mean heavy failures is an entirely fallacious one. An improvement in the character of examination is bound to produce an improvement in the character of teaching as

there is a law of action and re-action in the matter. We are fully convinced along with our ex-Vice-Chancellor that *'the Bengali student with proper courses and proper attention and with a sufficiently strong instructive staff will give us as many graduates of the highest possible type as we can possibly wish for.'* THE TELEGRAPH.

COLLEGE GRADUATES IN ARTS.

M. A.

Year	Name	Subject
1898	Indu Madhav Mallick	Botany
1899	Abinash Chandra Ghosh	Botany
1900	Mukunda Lal Goswami	Botany
"	H. T. Bose	Philosophy
1901	Jagad Bandhu Bose	... Botany
1902	Purna Chandra Pal	... Mathematics
1903	Ranga Lal Chatterjee	... English
1904	Bhupendra Narayan Chowdhuri	English
"	Sarojranjan Banerjee	... English
"	Jogenra Nath Barua	... Botany

B. A.

1897.	Santasil Datta.
Narendra Narayan Chaudhuri,	Biswanath Nandi.
(2nd class Hon., English).	Bijay Chandra Sen.
Radnika Prasad Chattopadhyay.	1899.
Amrita Lal Chattopadhyay.	Manindra Lal Bandyopadhyay.
Purna Chandra Mukhopadhyay.	Jyotindra Nath Basu.
Harigopal Guin.	Nripendra Nath Das.
1898.	Haripada Majumdar.
Rohini Kumar Gupta,	Hemantakumar Bandyopadhyay.
(2nd class Hon., Sanskrit).	Nogendranath Bandyopadhyay.
Gopal Chandra Acharyya.	Pramathanarayan Biswas.
Suryya Kumar Chakravarti.	Jnanendra Narayan Chaudhuri.