

AN HINDU REVIEW.

Suggestions on Life in India by
M. C. Sinha.

SECOND PAPER.

The educational policy of the nation should be to aim at enlightening and not encumbering the intellect, illumine and not chill the fancy, elevate and not debase the soul, strengthen instead of enervating the body, enriching instead of sapping the manhood—let the national university no longer cut off an Indian from his traditions by denying him a country and thereby debasing his soul and suppressing his ambitions for freedom and aspirations for glory.

To remedy the modern devotional system of education let the people take control of education in their own hands and though we cannot withdraw in a mass all school-going children from government schools, yet we can transfer the existing private schools and colleges to a national university that will teach the Indian child to glory in his own country, to serve her best interests and shed his blood in defense of her honor, and in defense of private and public rights. To substitute a nationalizing for a denationalizing system rests with us and not a British legislature, and, therefore let us do it as Poland and Hungary did and Ireland does now.

A very important function of a university is the promotion of the unity of the intellectual life. At the present time the tendency is to break with all the past; we desire to make everything new; we are in peril of being succumbed to foreign influences and lose our own individuality. In this condition the university has to stand as the preacher of rational conservatism. The national university should draw on the experiences of the past for the enrichment and the ennoblement of the present, and if we do not do so the breaking with the past will end in intellectual bankruptcy. In respect to intellectual conservatism, promoting unity the university ought to represent the great law of evolution. The university ought to represent intellectual oneness of the whole nation through the association of the student body and the inauguration of a policy to unite all warring sections into one national life.

Every great nation and age devotes itself to some supreme object. In old Hindu times it was religion, poetry and astronomy; in the Greek it was art and literature; in Rome it was law; in Italy it was church; in England, foreign conquest; in Germany, commerce; in India let it be the freedom of the nation and final federation of mankind on equal rights and liberties. To fulfill this ambition the national university should adapt its teachings so as to emphasize a constant inspiration of the brightest ideas and a perpetual incoming of strength, both spiritual and material. It must provide latitude for the satisfaction of the wants of the highest intellect as well as the money making capacity of the citizens. Itself seeking the highest ideals, untouched by selfishness, a university ought to uplift all communities to the highest and best and should constantly keep before the nation a love for truth, moral excellence, appreciation of the beautiful and a sacredness of patriotism—a commodity entirely neglected in a university imposed by a foreigner and fostered by an unnatural government.

The relation of the university to the literature of the nation is a thing of remarkable significance. It is a university that makes a nation's poets, essayists, historians and writers. The university ought to guide its future writers so as to make them fitting ornaments of Indian literature, whose worth and value may not suffer

diminution by reason of age or want of intrinsic value. That not a single writer of any considerable importance whose works might compare with Manu, Chanak, Shanker, Kalinas, Lilavoti or Tulsidas, Faize, Abulfozl, Ghalib, Zang Sanda, has been produced in the last 100 years is a sufficient argument in favor of turning away from the present foreign universities and creating our own national university. A university not only makes scholars, but it also prepares the general condition out of which a national literature grows. A national university promotes conditions of largeness of mind, of intellectual vision, of purity of heart, of dignity of conduct, and of social relationship—conditions which are reflected in the national literature and language of a country. A national language is necessary for the progress of literary art.

Another function of a university is to promote research, viz: Inquiring after truth for truth's sake. Research in India can never be fruitful so long as the searchers are forced to think in a foreign language; a national university should, therefore, encourage the searchers in their own language and provide ample resources by giving the scholar time and opportunity (which an alien university can never give to our scholars); freedom from corruption, freedom from care as to his material support, after we have discovered one's ability to concentrate efforts in research. Beyond this the national university in Bengal cannot go—its chief aim should be rather to disseminate and popularize knowledge at present than to make special investigation which is the outcome only of years of experience and national training.

To train officers worthy of the state is another function. But the national university cannot pretend to do much in this direction; considering the political subordinates of India, let our university content itself with training a gentlemanly character and preparing its students for the most important administrative and executive places in the native states and to fill up all such positions as the ever-growing commerce and industry requires or shall call for in face of the enhanced demand for well-educated and trained men to carry on the business of the country and advance the cause of swadestic movement. Let the national university produce thinkers, weighers of evidence and judges of relations. Let us train the intellect as well as the other parts of one's nature, that the man, if chosen a president, a legislator, or a judge, shall do the work belonging to the position with efficiency and satisfaction.

In preparing men for the highest places in the world let the university content itself with making a thinker, for a sound thinker can solve all the problems imposed on him with facility, whether they be military, civil, financial or commercial. The second most important question to be decided for the national university is the medium of language through which the teaching is to be imparted. No one will hesitate to say that the best medium to be employed for instruction by a national university should be the same language which is destined to be the future language of India. But what should be the future language has to be decided by the national council itself. It is, therefore, a hard question to decide. The "Ek lipi bistar" Sobha of Bengal has in a way inaugurated a scheme, which, if successful, will solve the problem of national language, but before the advent of that time we have to find out what will be the most suitable medium for a national university in Bengal. Taking everything into consideration, it would seem desirable that the medium used

EDUCATIONAL MEETING.

At the Fairmount Grange Hall,
Saturday, Feb. 24, 1906.

An interesting and very profitable Parents', Teachers' and Officers' meeting was held last Saturday in Grange Hall, near Albany, in Fairmount precinct. Although the day was stormy a large number of people were present, including quite a number from Albany, among whom were Rev. F. W. Launer, Supt. Jackson, of Linn county, and Prof. Hayes.

The exercises of the day began at 10:45 a. m., with singing, which was followed by a well rendered recitation by Miss Caroline Luther. The regular program for the day was then taken up. The first topic, "The Relation of Good Literature to Good Citizenship," was ably discussed by Rev. F. W. Launer, of Albany. Mr. Launer said, "Show me the books and papers your boy reads and I will show you your boy." He emphasized the necessity of surrounding the child at home and school with good literature on account of its important bearing on his future good citizenship. The discussion was continued by Supt. Jackson, of Linn, Prof. Hayes, of Albany, and Prof. Leatherman and others. "The Compulsory Law of Education" was introduced by Mr. Laurensen, who viewed it from the parent's standpoint, and Mr. M. V. Leeper, in relation to the director's duty towards enforcing it. Prof. Hayes, and others, continued the discussion.

The history of the American flag was read by Mrs. Shannon, which was followed by a splendid flag drill by pupils of the Fairmount school. An adjournment was taken for dinner, splendid preparations for which had been made by the good ladies of the vicinity for the occasion, an abundant supply of the very best that the land afforded was provided, and for an hour everybody had a splendid social time. At 1:30 the exercises of the afternoon began with the singing of several familiar school and national airs, this was followed by a recitation by John Hale, entitled "John's History Lesson," in which all the principal events of American history, in John's mind, began in 1492. Recitation by Roy Bradley, "When Pa Went into Politics."

Mr. T. J. Risley introduced the subject of a "Teacher's Duty to his Pupils in the School Room." Mr. Risley said: A teacher's first duty is to properly control and govern the school; the second, to teach his pupils how to study and

by the university should be the medium generally well understood by those attending the university—a medium which can be acquired with ease and economy by the students.

Since such a medium in Bengal is the Bengali, a language spoken and understood by millions of people, there is no reason why Bengali should not also be the medium of the national university. Some people might suggest that English may be a suitable medium, but it is open to two serious objections: English, being a foreign language, can never be the national language of India, and it is simply folly to adopt such a language as a medium of higher learning which can never be understood by the common people and by women folk who form fully one-half of our nation. Another objection to the use of English as a medium is that it takes six or eight years of very hard study to pick up the language enough to profit by lectures given in English, whereas the same time, if devoted to mastering the various sciences and professional studies would make men proficient in their studies and would enable them to earn an honest living independent of humiliating service.

make the best use of their opportunities, and third, to set a proper example before them. Prof. Leatherman made a few remarks concerning a teacher's duty toward the pupil in the home, contending that the teacher had very little to do with a pupil in his own home, and whatever duty there was devolving upon the teacher in this respect was more of a moral character than educational.

A chorus, "Peerless Oregon," was well rendered by the pupils of Richland school, from District No. 6. A recitation "True Happiness," by Fred Curry, was an interesting and humorous presentation of his subject.

Recorder T. T. Vincent's talk on "The Oldest Institution in the World" was listened to with marked attention by all, and the hearty applause, given at the close of his address, attested the universal interest of all in the subject. "Consolidation vs. New District" awakened a lively and protracted discussion in which J. G. Gibson, T. J. Risley, M. V. Leeper, Prof. Leatherman, Mrs. Shannon, Mrs. Risley and others took part, supplemented by remarks by Supt. Denman, Jackson and Prof. Hayes.

Recitation "War Song of the Hobos" by Gordon Ryals, was well received, and an interesting talk by Supt. Denman concerning "A \$4000 Boy and Four Requisites" closed the program of the day.

The exercises were interspersed with talks and music on the phonograph which greatly amused and entertained the little folks, and some of the older ones too. It was a day profitably and pleasantly spent by all, old and young, awakening as it did a deeper interest in the current topics of the day.

A Well Conducted Office.

J. R. Whitney, State Printer, in asking a renomination at the hands of the Republican voters at the primary election in April, is following a well founded custom of the party in Oregon, that when a state officer performs his duties acceptably and makes a creditable record he is given a second term.

Mr. Whitney is a life long Republican and edited the Albany Herald for nearly twenty years, a paper known throughout the State for its unswerving course in behalf of the Republican ticket and candidates nominated by the party. He is a native Oregonian, a graduate of the University of Oregon, and a practical printer.

Since assuming charge of the state printing office he has devoted his entire time and attention to the affairs of the office, and with his long experience in the printing business he has been able to give the State a good, clean, businesslike administration.

Mr. Whitney is conducting a straightforward primary campaign, and his many friends are confident that he will be renominated by a large majority.—Independence (Polk County) Enterprise. 20.

Notice.

The Philomath Mills will be prepared to furnish pins and brackets for telegraph and telephone works after January 25, 1906. Inquire of M. Ek...

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"Speaking of the torture to which some of the savage tribes in the Philippines subject their captives, reminds me of the intense sufferings I endured for several months from inflammation of the kidneys," says W. M. Sherman, of Cushing, Mo. "Nothing helped me until I tried Electric Bitters, three bottles of which completely cured me." Cures Liver Complaint, Dyspepsia, Blood Disorders and Malaria; and restores the weak and nervous to robust health. Guaranteed by Allen & Woodward druggists. Price 50c.



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