









## THOROUGHNESS.

"One of the great lacks of our religious life is thoroughness. We are all more or less disposed to be superficial. We do not put the same amount of heart and brain into our spiritual life and service that we do into our temporal affairs. We are not thorough. We recognise the truth and are more or less moved by it, but we do not go to the bottom of the matter, and therefore we do not get the blessing we need and think we are seeking after." The past month, we, in common with Christians in many other places, have been assembling daily for united prayer for God's blessing upon his church and people everywhere upon the nations of the earth and upon the various agencies working for the advancement of Christ's kingdom among them. We have been praying for a gracious outpouring of the Spirit upon ourselves and others. Many perhaps will be disappointed that they have not realised the results they hoped for and prayed for, and some will be tempted perhaps "to doubt God's promises because they seem not to have been fulfilled in answer to their prayers." But if there is a lack of blessing we may be sure that it is not for lack of willingness, power, or faithfulness on God's part. It is because of lack of thoroughness on our part in seeking the Lord. The promise is—"And ye shall seek me and find me, when ye shall search for me with all your heart." Behold the Lord's hand is not shortened, that it cannot save; neither his ear heavy, that it cannot hear; but your iniquities have separated between you and your God, and your sins have hid his face from you that he will not hear." Thus said God, through His prophet, to His ancient people. If we receive not the blessing we seek, may not this be the cause? We ask and receive not. Why? Is our asking a mere form without earnestness? We seek and do not find. Is it because we do not search for the blessing with all our hearts? Are we content simply to pray, while we do nothing to prepare the way for the blessing to come?

## CRIME IN THE NORTHERN CIRCUIT.

The successive sessions of the Supreme Court in its criminal Jurisdiction, suggest the question whether it has succeeded to check the commission of crime, which is the main object of Judicial punishment. The Legislature, a few years ago, seeing that the existing laws and the procedure were not quite as effectual in bringing about the desired result, peace and safety in the community, introduced a Penal Code and Procedure Code, expecting a reformation of the criminals and evil disposed persons, and also a prevention of crime. But the trial had of them for the last three years, has not shewn, we apprehend, any success in the proper direction. Notwithstanding the restriction put by the stamp duty, false charges are as frequent as ever. Two or three weeks ago, the District Judge was seen engaged in hearing a case for false charge and in the last sessions of the Supreme Court, the case No. 1 against one Katherawalan, was for false charge. Institution of false cases before a criminal court, is one species of crime. But the existence of crime in its various forms and shapes, is of numerous divisions. A glance at the Ceylon Penal Code shews that divisions and sub-divisions of crime number some 490, besides numerous other offences against the other laws in force in Ceylon. A large proportion of them are of common occurrence. As has been seen in the last sessions even unnatural crimes of blackest type, find place in the trial rolls and are investigated openly in public court house. Is there no effectual means to check crime, is a question asked in the interest of the public. Once a Commissioner of Assize whilst hearing a case found out that the Magistrate who committed the case for trial before the higher Court had not taken evidence on a material point of

fact, and fearing that prosecution might break down for want of proof in respect to the particular fact, and in consequence justice would be defeated, emphatically observed that the case had not been investigated by the lower court. The Commissioner meant by his observation to point out that the charges should undergo a thorough searching investigation at the first inquiry. The Magistrate against whom the remark was directed, left the place with a murmur: "I am not going to do the part of a Police Constable." Such an observation had its truth and force. Going through certain fixed formulæ in the matter of Judicial inquiry as the Hindoo priest would do in his religious ceremonies, is one thing, and a thorough investigation of a case is quite another thing. Excepting such cases as may be disposed of on question of fact, all the other charges depend upon proof or disproof of facts. Either one party or the other must be in the wrong. Find out and punish the wrong doer as much and as often as you can. The examples of a Birch or a Moyart, are worthy of imitation. Another means suggesting itself is the appointment of well qualified village headmen. If this class of men would honestly try to trace out the offenders and bring them to punishment, it is by far easier for them, than for a foreign Judge.

To the Editor, "Morning Star."

Sir,

An article appearing in a late issue of the "Star" headed "University Education" seems to betray certain misconceptions of the Indian System of education. In the interest of many in Jaffna who have neither time nor convenience to know the subject critically, but who are friends of education in general, I venture to make a few remarks which I hope may throw light on it.

That the present system of education is not final, will be admitted selfevident, when we see such authorities as Max Muller, Monier Williams, Frederic Harison, Freeman &c. appear in the Nineteenth Century protesting against the unsatisfactory arrangements of education in England. The whole article is a profitable study and is sufficiently indicative of the educational condition of other countries, both of Europe and America. I would ask here if the writer, while lamenting over the Indian University education, secretly approves of the system or systems pursued in Ceylon.

I do not know how far the remark "The Indian University is too much like a pyramid built upon its apex" is justifiable. It is a slur on the University Authorities on the body of educators both Missionaries and others, many of whom are reputed men and have been engaged lifelong in the study of Indian affairs. I have seldom met with a person who had passed his F. A. examination anything like satisfactorily, complain of the difficulty of understanding the B. A. course. I refrain, for want of space, from comparing the different branches of F. A. and B. A. course. The graduation seems rather easy and natural. To reach perfection and thorough mastery over the subjects, is not of course within the province of the University. It is reserved to be supplemented by private study after University course.

Again it must be said rather to the credit of the University that they have limited the "scope" of subjects. They fully understand that "a little knowledge is a dangerous thing." They do not care to create a "jack of all trade" who prattles about all science and art in the world as it is done in certain colleges, while only knowing little more the title pages of a dozen popular works.

The writer says "The Indian student can get his B. A. and never have heard of Charlemagne, not know what Neptune is, or be ignorant of the very definition of conscience." At any rate, I should say that History and Philosophy are the favourite subjects of the generality of students that go up for the B. A. Examination of the Calcutta University. I do not know how he can be ignorant of Charlemagne or the definition of conscience, unless the writer means that new and mystic theories have been propounded about the existence of Charlemagne, as the case of Shakespeare; or that Calderwood and Bain, Sully and McCosh, whose works are appointed for the B. A. course have theories of their own in their different fields of Mental Science they occupy.

Coming to the Mission work, I feel that "to teach religion" is a comprehensive expression, and every Missionary who is called of the Lord, must consider prayerfully the way he is best fitted to work. If he finds his aptitude and usefulness in the sphere of education, I do not know any reason why he should not engage in this work. It is unchristian

to condemn his ways; but this is a broad subject and need not be entered into here. There are fields where nothing but schools can be the centres of Christian instruction. I shall only quote what an experienced Missionary has said on the subject. "The principal ways of spreading the Gospel are: 1. heralding it in public; 2. telling it in private; 3. teaching it in school; 4. publishing it by the press. That any one of these should be extolled at the expense of the others is much to be regretted &c. &c." I might quote the opinions of holy Missionaries unconnected with education, but pass them by again for want of space. I cannot believe that passers-by, tarrying to listen a little while to the street preacher can weigh the claims of Christianity better than a number of young men in a recitation room.

The writer however allows that, a Missionary "may engage in education when there would else be no education, as in Africa, or when it would be in the hands of those inimical to Christianity, as in China." Does he really mean that Government and private Hindu Schools and Colleges are not "inimical to Christianity." Not to speak of all, is not the Metropolitan Institution of Calcutta which ranks now as the largest in India, a purely Hindu undertaking? What are Government colleges but haunts of infidelity and Agnosticism? Shall the Christian Missionaries be content only to see the precious souls of the Indian youth go to wreck and ruin and allow them to plunge into heathenism while the Gospel of Christ remains hidden for ever from them?

He further goes on to state "That the Free Church of Scotland have decided to close their High School at Poona and that the Canadian Presbyterian College at Indore, is to be closed next March." With regard to the former, while it is true that on the retirement of Mr. Beaman the High School may probably be closed, it does not a whit prove that the Free Church authorities are against education. They have on the other hand raised up their High School in Nagpore into a First Class College teaching up to the B. A. standard and increased the educational Staff in Bombay. So if Poona High School be closed, it must be attributed to a policy of retrenchment rather than to the effect of "wide spread discontent" as the writer in the "Star" would call it. There are other reasons too for the probable close of the school but the above I hope is sufficient for the purpose.

With regard to the latter statement—"The Canadian Presbyterian College at Indore is to be closed next March"—I can only say at present, that question was raised against the College Department alone but the matter is not yet finally decided.

On the other hand, it may be said there are some class rooms in Government schools, that have been closed in favour of Mission Schools, as in Ahmednugger and Indore.

Finally he refers to a Calcutta University examination, probably to the M. A. examination and complains that out of 26 who appeared for Mental and Moral Science, not one has taken Christian evidences. Why should the faults, if there be any of Government and other Colleges, be heaped at the door of Christian Missionaries? Again what if they did not choose evidences in particular? They actually chose the other alternative section of Mental Philosophy and followed the learned works of President McCosh, Dr. Flint and Principal Caird. Is there not sufficiently profitable study in the Masterpieces of the above mentioned authors for the purpose of teaching Christianity?

The fact of the case is that Indian students can easily afford to receive education in Government and private schools and colleges and the Missionaries are trying to seize every opportunity to bring India's future men under their influence through education. It is the opinion of those engaged in education and several others, that if they once lose the ground they now occupy, they will encounter an uphill work which may entail extensive effort and trouble. Yours, etc., C.

Space forbids a full answer to this letter. The Nineteenth Century articles referred to are a vigorous protest against the demon of Indian education-cram and examination worship. It was just this which made Dr. Miller say that there is no education in India. Our friend's praise of the University system reminds us of a foreigner's recent praise of London, which found the beauty of the city in its smoke, fog and underground railways. The University has its good points, but they are not narrowness or lack of moral teaching. We know by personal testimony of a large number of missionaries in all parts of India that university education is regarded as very unsatisfactory mission work. They cling to it because the Government compels them to. The Ceylon Government does not, and there lies the whole difference. To teach Jaffna Missionaries to educate is like teaching monkeys to climb trees. In conclusion we do not consider McCosh, Flint or Caird as substitutes for Christian evidences. Ed.