

**ENGLISH LITERATURE AND
COMPOSITION: A GUIDE TO
CANDIDATES IN THOSE
DEPARTMENTS IN THE INDIAN
CIVIL SERVICE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649574599

English Literature and Composition: A Guide to Candidates in Those Departments in the Indian Civil Service by Robert Demaus

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

ROBERT DEMAUS

**ENGLISH LITERATURE AND
COMPOSITION: A GUIDE TO
CANDIDATES IN THOSE
DEPARTMENTS IN THE
INDIAN CIVIL SERVICE**

ENGLISH
LITERATURE AND COMPOSITION.

LONDON
PRINTED BY SPOTTISWOODS AND CO.
NEW-STREET SQUARE

ENGLISH
LITERATURE AND COMPOSITION :

A GUIDE TO CANDIDATES
IN THOSE DEPARTMENTS IN
THE INDIAN CIVIL SERVICE.

WITH EXAMINATION-PAPERS and SPECIMENS OF ANSWERS.

BY

REV. ROBERT DEMAUS, M.A.

AUTHOR OF 'CLASS-BOOK OF ENGLISH PROSE,' 'INTRODUCTION TO THE
HISTORY OF ENGLISH LITERATURE,' ETC.



LONDON :

LONGMANS, GREEN, AND CO.

1866.

302. g. 11.

PREFACE.

THE routine of liberal education in England has hitherto embraced only the classics and mathematics. These subjects alone have been regularly and systematically studied at the universities and great public schools. A few rewards have, indeed, been occasionally bestowed on excellence in English composition; but the educational authorities have, in general, contented themselves with *rewarding* the merit thus displayed, without devising any regular system for *producing* it. The study of the grammar and literature of the English language has not been recognised as an essential part of a liberal education. These branches have not been incorporated into the ordinary course of instruction at any of our great educational establishments. The student has, indeed, been left free to study them, if so inclined; but he has had to do so without the aid of the educational appliances so abundantly

available for the study of classics and mathematics; no systematic plan of reading has been marked out for him to follow; no staff of tutors and professors has been ready to aid him in his difficulties, and to advise him in his reading. From studies pursued in this desultory fashion, no very satisfactory results could be expected: for it is not thus that accurate scholarship or good taste is, in general, produced. And, accordingly, it was often found that men who had passed through a regular training at a public school and a university, who had been drilled systematically into all the grammatical niceties of the classical languages, and had been educated to appreciate the beauties of classical literature, yet knew little of the literature of their own country, and had acquired no principles to guide them in the correct use of their native speech, except perhaps the very mistaken assumption that the usages of the English language follow the analogy of the classical tongues.

One of the chief benefits that have resulted from the introduction of the system of competitive examination into the public service, is that public attention has thereby been directed to the very deficient character of the English education given at our great seats of learning. The simpler examinations have shown that no inconsiderable

proportion of boys who have just finished school, have not received an education sufficient to pass an examination in the most elementary branches. And the examinations for the Indian Civil Service, which have for the first time asserted the right of the English language to rank on a par with the other, *traditional*, branches of a liberal education, have equally shown how imperfectly the youth of the higher schools and universities are trained in the literature and language of their native country. The public exposure of the deficiency is the best method of remedying it. Already more importance is attached to the study of English; and it may be confidently expected that in a few years a thoroughly-qualified English master will form part of the staff of all the great public schools, not despised and underpaid as the teacher of a superfluous accomplishment, but enjoying equal status and emoluments with the other masters; and that the universities will possess a large body of professors and tutors competent to lecture on English with the same ability and knowledge that they have hitherto shown in other subjects.

The examinations of the Indian Civil Service Commissioners have not, however, given universal satisfaction. At first it was objected that they were unreasonably difficult; but this ground

seems to have been abandoned, and it is now asserted that they are too easy, and afford an unfair opportunity by which imperfectly educated men may obtain high marks. It is complained that by a short and superficial study of English, as many marks may be obtained as by many years' study of classics or mathematics. If this were true, the complainants have the means of redressing their grievances in their own hands. No one is bound to prepare himself only in those subjects that are barren of honour, and to become a martyr for the sacred prescriptive rights of Greek and the calculus. If it is easy to get marks in English, why do the grumblers not go in and get them? But the truth is, that the educational value of any study cannot be measured by the length of time which it is customary to devote to it; but rather by the amount of mental effort expended upon it, and the amount of mental culture which it implies and produces. The labour of half-a-dozen years may be required to imprint in the memory of a boy an accurate knowledge of the technical minutiae of the Latin or Greek grammar, of the elegances of the syntax, and the mysteries of the prosody; but such knowledge as this, as an index of intellectual effort, or a test of intellectual strength, is not to be placed on the same level with the power to