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PART I—22nd Edition—(1926).

A TEXT-BOOK OF ARITHMETIC

for Lower Secondary or Middle Schools

BY

S. RADHAKRISHNA AIYAR, B.A.

AND

K. VAIDYANATHASWAMI AIYAR, B.A.

SEPT. 1927.]

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AND
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அவர்களுடைய முன்னுரையுடன் கூடியது.

(முதல் பாகம்.)**பொருளடக்கம்.**

I. எண் மானமும் எண் குறிப்பும்:—எண்கள்; இலக்கங்களால் எண்ணுகிறதித்தல்; எண் படிப்பும் மதிப்பும் ஸ்தானமதிப்பும்; சோமன் வழி. II. கோடுகளும் புள்ளிகளும் நீள அளவையும்:—கீழ்ப்; உயர்ப்; பெஸ்கன்; கோடுகள்; புள்ளிகள்; கோடுகளின் வகைகளும் கோடுகளைப் பரீட்சிக்கும் விதமும்; புள்ளி குறித்தலும் கோடுகள் இழுத்தலும்; நீள அளவு; டிவைடர்களின் உபயோகம்; எண்களை நீளத்தால் குறித்தல் III. கூட்டல்:—கூட்டலின் அர்த்தமும் உபயோகமும்; கூட்டலைப்பற்றிய ஓர் உண்மை; கூட்டலைப் பலதரால் காண்பித்தல்; அடைப்புக் குறிகள்; கூட்டல்; பெரிய கணக்குகள்; கழித்தல்; கழித்தலைப் படத் காட்டுதல்; பலவகை கழித்தல் வழிகள்; கூட்டல் கழித்தலைப்பற்றின சில விதிகள்; கலப்புக் கூட்டலும் கழித்தலும். IV. பெருக்கல்:—பெருக்கலைப் படத்தால் காண்பித்தல்; ஒரு ஸ்தான எண்ணால் பெருக்கல்; பாகங்களால் பெருக்கல்; எந்த எண்களைக் கொண்டும் பெருக்கல்; பெருக்கலில் குறுக்கு வழிகள். V. வகுத்தல்:—வகுத்தலைப் படத்தில் காட்டுதல்; ஒரு ஸ்தானத்தால் வகுத்தல்; பாகங்களால் வகுத்தல்; 10, 100 முதலாவதனால் வகுத்தல்; நீள வகுத்தல்; வகுத்தலின் இன்னொரு அர்த்தம் & சில பெருக்கல் வகுத்தல் விதி. பெருக்கல் வகுத்தலில் சில குறுக்கு வழிகள்; ஒன்பதுகளை நீக்குதல். VI. பலவின் வெண்கள்:—அளவை வரம்பாடுகள்: நான்ய அளவுகள்; நிறை அளவுகள்; நீள அளவு; பிடித்தல் அளவு; கால அளவு; காசி அளவு; எண்ணிக்கை அளவு; இனமாற்றத்தல்; பலவின் வெண் கூட்டல்; கழித்தல்; பலவின் வெண் பெருக்கல்; பலவின் வெண் வகுத்தல். VII. கோணங்களும் அவற்றின் அளவும்:—திசை, திசைமாற்றம், கோணம், கோணங்களை ஒப்பிட்டுப் பார்த்தல்; கோணங்கள்; சதுரங்களும் ரெக்டாங்கிள்களும்; வட்டங்கள் கோணங்களின் அளவு; கோணங்களின் வகைகள்; ப்ரொட்டாக்டரைக் கொண்டு கோணங்களை வரைதல்; ஒரு புள்ளியிலுள்ள உள் கோணங்கள். VIII. டெஸிமல்கள்:—டெஸிமல்களின் அர்த்தம்; டெஸிமல் குறியில் ஸ்தான மதிப்பு; இரண்டாவது டெஸிமல் ஸ்தானம்; டெஸிமல் குறிப்பு பொது விவரம்; ஒரு டெஸிமல் ஸ்தானமுள்ள எண்கள்; டெஸிமல் கூட்டல்; டெஸிமல் கழித்தல்; எந்த எண்களையும் கழித்தல்; 10, 100 முதலியவைகளால் பெருக்கல்; ஒரு ஸ்தானமுள்ள முழு எண்ணால் பெருக்கல்; ஒரு ஸ்தானமுள்ள முழு எண்ணால் வகுத்தல்; பல ஸ்தான முழு எண்களால் பெருக்கல்; பல ஸ்தான முழு எண்களால் வகுத்தல்.

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X. உயர்ந்த பொது அளவும் தாழ்ந்த பொது மடங்கும்:—அளவும் மடங்கும்; பொது அளவும் மடங்கும்; யாந்த பொது அளவும் தாழ்ந்த பொது மடங்கும்; பாகங்களால் இரண்டு அல்லது இரண்டிற்கு மேற்பட்ட எண்களின் உ. பொ. அ. உம், தா. பொ. ம. உம் கண்டுபிடிக்கும் வழி; உ. பொ. அளவைக் கண்டுபிடிக்கும் பொது வழியைப் படத்தால் காட்டல்; உ. பொ. அ. பொது வழி. XI. சாதாரண பின்னங்கள்:—பலவின் அளவுகளின் பின்னங்கள்; ஒரு கான்சீட் அளவை இன்னொரு கான்சீட் அளவின் பின்னமாகச் சொல்லுதல்; சமமான பின்னங்கள்; சமமான பின்னங்களைப் படத்தால் காட்டுதல்; பின்னங்களின் சமத்துவம்; தாழ்ந்த உறுப்புகள்; பின்னங்களை ஒப்பிடுதல்; பின்னங்களின் கூட்டலும் கழித்தலும்; ஒரு சாதாரண பின்னத்தை ஒரு முழு எண்ணால் பெருக்கல்; சாதாரண பின்னத்தை ஒரு முழு எண்ணால் வகுத்தல்; ஒரு பின்னத்தால் பெருக்கல்; பின்னத்தின் பின்னம்; ஒரு பின்னத்தால் வகுத்தல்; ஒரு எண்ணை ஒரு குறிப்பிட்ட டிஸிமினேட் உள்படி மாற்றல்; பின்னங்களைச் சுருக்கல். IX. வாடிக்கை முறை:—பலமாதிரிக் கணக்குகள், பரீட்சைக் கேள்விகள். விடைகள்.

முதல் பாகம் 5-வது வகுப்புக்கும் 1-வது பாரத்திற்கும், கிரௌன் 300 பக்கங்கள், விலை அணை 14.

(இரண்டாம் பாகம்.)**பொருளடக்கம்.**

பரீட்சைக் கேள்விகள். I. டெஸிமல்களின் பெருக்கலும் வகுத்தலும்:—ஒரு ஸ்தான டெஸிமல் எண்ணால் பெருக்கல்; சமமான பரிசோதனை; எந்த டெஸிமல் எண்ணாலும் பெருக்கல்; டெஸிமல்களால் வகுத்தல்; சமராய்ச் சொல்லல்; சாதாரண பின்னங்களை டெஸிமல்களாக மாற்றல்; டெஸிமல்களை சாதாரண பின்னங்களாக மாற்றல். II. சராசரி, பேஷியோ முதலானவை: சராசரி; பேஷியோ; மாறுத பேஷியோ; பேஷியோவின் உபயோகங்கள்; ப்ரோபர்டன்; லாப லஷ்டம்; வருமான வரி; கடன் மிகுதல். III. பரப்பளவு: பரப்பளவு; ரெக்டாங்கிள்; இலகிஸ்க் பரப்பளவுகளும் ப்ரொஞ்சு பரப்பளவுகளும்; பரப்பளவு வாய்ப்பாடுகள்; பிளின் வரைதல், அதாவது அமைப்புருவம் வரைதல்; தரையின் பரப்பளவும் நாற்சவர்களின் பரப்பளவும்; கட்டக் காகிதத்தின் உபயோகம். IV. பொது எண் கணக்கித—சமீகரணங்கள்: அங்க கணிதமும் பீஜ கணிதமும்; சில பெயர் வினக்கங்கள்; சமீகரணங்கள்; இன் அங்கங்கள்; அடைப்புக் குறிகள் நீக்குதல். V. முக்கோணங்கள்: அவற்றின் பக்கங்களும் கோணங்களும்: முக்கோண விரிப்பு; முக்கோணங்களின் கோணங்கள் பக்கங்களுக்குள்ள சம்பந்தங்கள்; ஒரு புள்ளியிலிருந்து சிபர்தனைக் கிணக்க மற்ருரு புள்ளி குறித்தல்; இரண்டு புள்ளிகளிலிருந்து சிபர்தனைகளுக் கிணக்க மற்ருரு புள்ளி குறித்தல்; கொடுக்கப்பட்ட அளவுகளைக் கொண்டு முக்கோணம் வரைதல்; வட்டங்களின் சில தன்மைகள்; முக்கோணங்களின் வகைகள்; ஓர் புள்ளியிலிருந்து ஓர் கோட்டிற்கு பெர்பெண்டிகுலர். VI. கோடுகளையும் கோணங்களையும் இருசமபாகிளாக்கல்: இருசம பக்க முக்கோணங்களின் சில தன்மைகள்; கோடுகளை இருசம பாகங்களாக்குதல்; கோணங்களை இருசம பாகங்களாக்குதல்; கார்ட்களையும் வட்ட பாகங்களையும் இரண்டு சம பாகங்களாக்குதல்; பெர்பெண்டிகுலர்கள் இழுத்தல்; லீம்மெட்டி. பலமாதிரிக் கணக்குகள்; முதல் பாகப் பாடங்களில் புதிய கணக்குகள்:—கூட்டல் கழித்தல்; பெருக்கல்; வகுத்தல்; பலவின் எண்கள்; கோணங்களும் வட்டங்களும்; டெஸிமல்கள்; உயர்ந்தபொது அளவும்; தாழ்ந்த பொது மடங்கும்; சாதாரண பின்னங்கள்; பலமாதிரி இரண்டாம் பாகப்பாடங்களில் பலமாதிரிக் கணக்குகள். பரீட்சைக் கேள்விகள். அனுபந்தம். விடைகள்.

இரண்டாம் பாகம் 2-வது பாரத்திற்கு, கிரௌன் 208 பக்கங்கள், விலை அணை 10.

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THE TWENTIETH BIHARI STUDENTS' CONFERENCE*

PRESIDENTIAL ADDRESS

OF

PROF. P. SESHADRI, M.A.,
Head of the Department of English,
Benares Hindu University.

I

Members of the 20th Bihari Students' Conference, Ladies and Gentlemen:

IT is my first duty on this occasion to convey my cordial thanks to the Reception Committee of this Conference for their kindness in inviting me to preside over this session. I need hardly say that I appreciate the honour very much, particularly as the list of past Presidents includes such eminent persons as Sir P. C. Ray, Mrs. Annie Besant, Mrs. Sarojini Naidu and Mahatma Gandhi himself. If I am not a Bihari, either by birth or by adoption, I can at least count a large number of Biharis among my students, past and present,

* Held at Muzaffarpur on 26th September 1927.

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and I imagine it is largely to this claim that I owe the privilege of being summoned to assist at these deliberations here, so vital to the welfare of the student community in Bihar and fraught with such great possibilities for the future of the people in this part of the country. I hope I will be found worthy, in some measure, of the confidence reposed in me by my student-friends.

Apart from the privilege of being of some service to the younger generation in its efforts to organise itself for the advancement of its efficiency, one may look upon a visit to this place as a veritable pilgrimage, because of the priceless historical traditions which have gathered round its neighbourhood. We are here, let us remember, almost within the sacred limits of the kingdom of Janaka, the combination of faith and action, whose life has deservedly been held up as an ideal for mankind by the highest teachers of Hinduism. The blessed feet of Lord Buddha have wandered about these regions and Vaisali near us

is full of his inspiring memories. We are also near the home of the Lichchavis whose republican forms of government furnish a most fascinating chapter in the ancient history of India. The Jains have hallowed memories too round this place, for was it not at Vaisali again that there was born the great Mahavira who was to preach the doctrine of Ahimsa even before Buddha himself? I therefore look forward, not merely to the pleasure of contact with eager and enthusiastic hearts dreaming glorious dreams at the threshold of life on whose paths some of us here have travelled many steps in advance, but also to the benefit of inspiration from some of the most priceless traditions of our ancient civilisation.

It is within my knowledge that the utility of students' conferences of this kind has often been questioned in some quarters. But the mere fact that your organisation is twenty years old and has come into a stage which may be described as that of adult manhood may probably be looked upon as sufficient proof in itself that societies of this kind fulfil a useful purpose. It is obvious that any organisation of the resources of youth into concentrated and effective action in the direction of acquiring added intellectual and moral power is a thing to be welcomed. If, as Goethe said, the future of a country depends largely on its young men below twenty-five years of age, it can only be an advantage of great value to bring them together, so as to draw out their best aspirations and to direct their thoughts into a common channel of high national efficiency, patriotism and service.

Though you are called students to-day and are members of only a students' conference on this occasion, it will not be long before many of you leave the portals of your colleges to fulfil your destinies in life, in accordance

with the abilities you have acquired during your present apprenticeship.

One of the essential conditions for the success and high usefulness of conferences of this kind is however a solemn resolve on your part to make every session a milestone in your progress, in your capacities as individuals and also, consequently, as members of a community whose condition is bound up most intimately with the future, not merely of Bihar but of the entire country at large. It is always a temptation to imagine for ourselves fondly that we are discharging some priceless task merely because we take part in the proceedings of a conference; mount up a platform to make speeches with the natural enthusiasm of youth; commend resolutions for acceptance which we do not necessarily intend to be followed up by practical action and we go back to our homes laying the flattering unction to our souls that we have done our duty in connection with the conference. I would rather you put yourselves the questions at the conclusion of each session: "What intellectual advancement has this session meant to me? What new moral inspiration have I gained? How have I made myself a more efficient unit of national life and what additional equipment have I acquired for effective service to myself, to my family and to my country?" Some introspection of this kind will enable you to take stock of the real work of these conferences and to direct them to proper ends.

II

Presiding over the Bihar and Orissa Secondary Educational Conference in Gaya last year, I drew attention to the educational backwardness of this province in comparison with other parts of India. If I addressed an

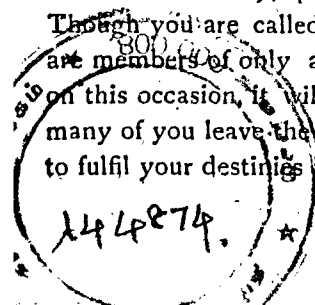
appeal to the members of my profession on that occasion to strenuously endeavour to wipe out ignorance from this province, I consider it more useful still to repeat the appeal to you, young men of Bihar, whose work in life has yet to begin and who have got your whole careers before you available for the noble work. Here is a table for the various provinces of the percentages of school-going children attending some elementary school or other, in relation to the total population:

Madras :	5'50
Bombay :	5'28
Punjab :	5'13
Bengal :	4'75
Burma :	4'20
Assam :	3'60
Bihar & Orissa :	3'18
Central Provinces :	2'72
United Provinces :	2'62

You may derive what consolation you wish from the fact that there are one or two provinces in India with even lower percentages than Bihar and Orissa, but as fifteen per cent. of the total population in a country is generally reckoned to be of school-going age, you will realise that only a fifth of the number of children who ought to be at school are receiving the benefits of elementary education in your province and here is a field for work, to engage to the full extent possible, all the energies and enthusiasm of thousands of young men like you all your lives. I do not of course intend to suggest that every one of you should immediately take to school-mastering in the villages of Bihar, for the spread of literacy among the masses, but surely you can exercise your influence every moment of your lives in the direction of the spread of enlightenment, pleading earnestly for it and rendering such assistance in this

great struggle against the powers of darkness, as even your undoubtedly limited time and resources may make it possible for you.

The German poet, Henrich Heine, loved to look upon himself "as a brave soldier in the Liberation War of Humanity" and prayed that a sword and not a laurel-wreath may be laid upon his tomb. May I hold it up as a worthy ambition that you should look upon yourselves similarly as dedicated soldiers fighting against ignorance? Let us remember that as our ancient scriptures tell us, no freedom is possible without knowledge and all the great dreams you rightly dream for the future of our motherland will end in failure unless there are strong hands and brave hearts willing to devote themselves to this great task. Tennyson's picture of Sir Galahad going forth into the world with the good blade which "carves the casques of men" and the "tough lance" which "thrusteth sure" and feeling "his strength as the strength of ten because his heart is pure," may be inspiring enough as an ideal of mediæval chivalry, but to me it has always seemed that even a greater ideal is that of the determined young man leaving college, anxious to communicate, in some measure, the thrill of inspiration he has received at the feet of his masters, to his less fortunate brethren among the masses. The backward condition of Bihar to-day, in matters educational, assumes almost a tragic significance when we recall to our minds that in the middle ages, it was the very centre of higher culture in India and its reputation was so high that students flocked to its great University of Nalanda from the most distant corners, not merely of India, but also of Tibet and China. A pleasing historical reminiscence for me, if I may be pardoned a personal allusion of this kind, is that Dhar-



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mapala, one of the great teachers of Nalanda, the preceptor of the great Silabhadra himself, came from Kanchi from the neighbourhood of my own native village in Southern India. I have often mused in a melancholy spirit on the cruel circumstances responsible for the present sad decay and I have been surprised that similar feelings of poignant regret do not always come to every educated Bihari. Here is cause enough for restlessness for generations to come and work enough to engage you all your living moments.

III

I hope that the ideal of fighting the social evils in our midst does not seem to you less fascinating than that of spreading the cause of education and adding to the illumination of the mind in people all round. Even if we take for granted that all the roseate pictures of ancient Indian life which are often painted before us are true and society indeed was then in the state of perfection which we are asked to believe, there is no denying the fact that we are to-day confronted with social evils, as injurious to our national life, as they are inconsistent with the barest ideals of moral and social justice. It is true that the bulk of you have hardly any freedom in social matters, the responsibility resting with your parents and guardians, and you are not in a position to put into execution the schemes of social reform which may appeal to your minds and hearts. It would also be an intolerable state of affairs, I admit, if you found yourselves perpetually in conflict with your elders and domestic life was marred by want of harmony due to differences of ideals. But youth is the period of righteous indignation and generous enthusiasm and if you are not moved by some of these evils during this period, there is not much chance

of any powerful spirit actuating you in these matters later in life. You will find a thousand reasons to excuse your inertia and justify your compromise with dissatisfactions of various kinds.

I should therefore not hesitate to plead for your keen appreciation of some of your pressing social needs. Make up your mind, for instance, that you will do everything in your power at least to soften the rigidities of caste, if you cannot end them absolutely in your generation; that you will be no party to setting up insurmountable barriers between man and man, the children of the same Creator, and let your blood boil with anger that millions of our countrymen are considered 'untouchable' by the higher castes and are often denied some of the most elementary rights of humanity. Realise again that a nation has no great destiny before it, if it is to be a prey to the custom of early marriages for man or woman, and gradual physical, intellectual and moral decay, if not actual racial obliteration, can be the only consequence of such conduct. Understand the great loss to individual efficiency and national life this single custom is leading us to and let at least the economic and physical issues involved make some impression on you.

Above all, let your chivalrous hearts throb for the woman's cause in the country and you had better enter upon a solemn determination that you will do everything humanly possible to relieve her troubles and increase her happiness. Do not merely talk glibly of our ancient ideals of womanhood and take pride in the injunction of Manu that "the gods are pleased where women are honoured." Let there be some heart-searching on your part and see to what extent the precept is

being actually fulfilled in Indian homes to-day. See if you cannot plead guilty to having set up different standards of moral duty to man and woman and laid down and followed customs denying happiness to women in certain very deserving circumstances, while not hesitating to appropriate it for men even in conditions which do not justify it. If you have any capacity for being touched with sorrow which is one of the essential attributes of humanity, direct it to the misery of the child-widow in our midst and do not find ingenious reasons to justify her being condemned to perpetual and hopeless misery in life. If you cannot solve the problem by following the advice given by Mahatma Gandhi the other day to students in Madras that they should all marry only such widows, show at least an intellectual conviction of the undeniable justice of the cause and spread ideas favourable to its progress.

Realise that you are living in the twentieth century and do not insist on the seclusion of women, at a time when even the Mahomedans of Turkey and Egypt, rigid followers of the veil, have found it inconsistent with national efficiency and progress, and are abandoning it without hesitation. Poor indeed must be the satisfaction which can be gained by enforced virtue, virtue which it is cruelly assumed, cannot resist the mere sight of the other sex. There can be no greater calumny than the absurd suggestion that a race of women who have produced such models of virtue as Sita and Savitri must remain immured in zenanas to-day, if they are to preserve their moral purity. The calumny is not less cruel, if as it is sometimes suggested, the seclusion is necessary for the right moral conduct of our men. We condemn ourselves as thoroughly uncivilised, if we really believe

that our characters have got to be preserved by preventing us from even looking at women other than our mothers, wives and sisters. It is surprising that there should still be found people prepared to justify this state of affairs, though the example of other parts of India where the practice does not exist and where it is well-known no moral evils have crept into society as a consequence, should be sufficient demonstration of the efficacy and the feasibility of the reform.

The first step in the realisation of this and other social evils is to stick to the fundamental principle of equality among human beings and refuse to allow any unfair distinctions being drawn, not merely between man and man, but also between man and woman. It should be conceded that the "right to be happy"—to use an effective expression which is the title of a recent book by Mrs. Bertrand Russell—"the right to be happy" is as much woman's as it is man's and we are on safe ground only when we allow equal opportunities for mental, moral and even physical happiness for both the sexes and offer equal facilities for the development of the splendid faculties with which God in the largeness of His heart has so liberally endowed mankind, without distinctions of caste, creed, or race and let me add, also of sex.

I am tempted to refer to an incident which happened in this very neighbourhood, two thousand five hundred years ago, as it has a bearing on the attitude of equality in all social matters, which I have been advocating for your acceptance. When the Lord Buddha was sojourning at Vaisali, in the fifth year after his enlightenment, Mahaprajavati wanted to enter the monastic order, but had been refused admission on the ground of her being

a woman, though nobody questioned her fitness on any other ground. She however insisted on her being admitted to the privilege and when she arrived at the gates of the Pinnacled Hall (the Kū'āgārasalā) where the Lord was staying, having cut off her hair, put on the yellow robe, with swollen feet and covered with dust and followed by other Sakya women who had shared the toils of the long journey with her, the disciple Ananda could not bear to see her weeping and pleaded her cause to the Master. Ananda asked if a woman who had gone forth from the house to a houseless life in the doctrine and discipline declared by the teacher, was capable of realising the *arhatship*. "A woman is capable, Ananda," said the Lord and on being informed of Mahaprajavati's appeal, he said that if she was willing to take upon herself the eight Strict Rules of the order, "let this be her ordination." And thus at Vaisali there began the declaration by Buddhadeva of equality between man and woman in their fitness for the highest spiritual life. I am only asking for the application of the same principle to other aspects of life.

IV.

In proceeding to speak of some of the qualities you should endeavour to exhibit in your sphere of life as students, I confess I am on more familiar ground and I hope you will not mind my advising you on the subject. As a student, I have had the advantage over you of a much earlier start on the long and fascinating highway of knowledge whose attractions are eternal. As the poet has said:

New distant scenes of endless science rise!

* * * *

Hills peep o'er hills, and Alps on Alps arise.

There is however not much chance of your progress being effective, unless you follow

some of the fundamental principles so essential for success, particularly in University study. In the first place your intellectual pursuits must be as *strenuous* as you can make them, consistently with the needs of physical exercise and mental recreation. The gospel of a "strenuous life" preached so eloquently by the late Theodore Roosevelt of America applies as much to the intellectual field as it does to any other branch of human activity. I have no doubt you sometimes wonder why examiners are so heartless as to make such hard demands on your knowledge and why Universities should lay down syllabuses and courses of study which need so much of your time and intelligence. The answer is furnished in a famous educational document, the Report on the London University by the Commission presided over by Lord Haldane:

"The main business of a University is the training of its under-graduates and it is clear that University study will be best pursued if the students, or at any rate a large proportion of them, are of an age when fresh intellectual impressions and habits of mind are easily formed, and if their main purpose during the period of their student life is the training which they hope to receive from the University. A University education is most effective when it is given before the struggles and pre-occupations of life in the world have begun. It is a training which ought to make great demands both upon the intellectual energy and upon the time of the student; on his energy, because he is learning the methods of independent work carried on in an inquiring spirit; on his time, because mental habits cannot be formed rapidly, nor if the mind is distracted by other cares and interests, and because, if he is to get more from the instruction of the class-room or laboratory than

notes in preparation for an examination, a considerable amount of leisure is essential for independent reading, for common life with fellow-students and teachers, and above all for the reflective thought necessary to the rather slow process of assimilation."

Another principle of equal importance is the development of *self-reliance* in intellectual work. I hope you realise the material distinction which ought to exist between the pupil at school and the student at college. Your function should no longer be that of mere receptivity. You must refuse to be spoon-fed by your teachers, but devote yourselves to the active acquisition of knowledge, sharing the pursuit with the teacher himself. The good professor is after all only a senior student and yours must be the consciousness of being his junior companion on the same road. Make the knowledge real and the assimilation permanent, by labouring for it yourself without being content to take it second-hand from your professor. If you are anxious that your intellectual faculties should develop to their full stature, scorn the passive receptivity of information, but go forth to conquer intellectual worlds, it may be only bit by bit, with the courage of personal struggle. As I have said in one of my poems, the great things of life can be wrought only by 'ceaseless toil and vigil,' but even if they came without such effort, man should scorn to accept them on other terms.

The third great principle which I should commend for your pursuit with equal enthusiasm is that of *intellectual honesty*. Realise the moral implication of palming off on others an impression of knowledge which you do not possess, or the foundations of which you have not verified and tried to understand. If centuries ago, when the number of books

in the world was infinitesimally smaller than what it is to-day, a person like Socrates could say that the only thing he knew well was that he knew nothing and Sir Isaac Newton in the seventeenth century could compare himself only to a child playing on the seashore of knowledge, imagine to what little extent all knowledge can be mastered even by the most assiduous labours of a lifetime to-day. Never be ashamed of ignorance of particular details and subjects and refuse to take credit, without deserving it, in the examination hall as in life. Intellectual humility always goes hand in hand with intellectual honesty and there are no greater incentives to intellectual progress than these two qualities. If I advocate them, it is largely in the conviction that they are bound to lead to increased knowledge.

Meeting in a province so rich of historical associations and addressing an audience devoted to intellectual pursuits, I cannot resist the temptation of pleading for a branch of studies for which Bihar offers admirable facilities, though it is not my own. May I take advantage of this occasion to appeal to you to work in the great storehouse of the past and bring back to the world a detailed knowledge of antiquity, with the vividness of beings clothed in flesh and blood? Ruskin had no hesitation in saying that reverence for the past was one of the essential elements of character and the true patriot is roused by the noble achievements of his ancestors, though he is absorbed in his aspirations for the future. Labour in the field of history and give us glimpses of the great Bihar that was in ancient and mediæval India, the mighty empire of Magadha and all the glory and grandeur of Pataliputra deservedly famous in history and legend; the peaceful Buddhist

monasteries to which the scions of the noblest families of the land flocked side by side with the poor and the helpless, tired with the world and anxious to find a solution to the many ills of human life; the great Universities of Vikramasila and Nalanda which were the glory not merely of Bihar, but also of all India and all the other rich historical associations of which all young Biharis should feel legitimately proud. These annual Conferences of Bihar Students should afford ample opportunities for the development of enthusiasm and knowledge in this branch of studies.

V.

Students' Conferences will not, I am afraid, attract large audiences and be the looked-for things they are to-day to young people, if advantage is taken of them to inflict moral sermons on an unwilling audience! I am not inclined, for this and other reasons as well, to enter upon any elaborate moral exhortation to students. I shall be content to draw attention to one or two moral qualities of special value to youth. One is the need for cherishing a right outlook on life, without falling a prey to the morbid pessimism which is often the failing of our people. As Browning has said, "God's in His heaven and all is right with the world" and there is enough of scope for work as well as success for you in life. It is a beautiful inheritance into which you have come and do not grumble that work goes unrewarded, or that merit lies unrecognised, or that bad fortune is responsible for your not being better in life, because you will generally discover on closer examination, that these are not facts and other explanations will be found. Youth is pre-eminently the period of noble aspiration and nothing is possible in that direction if you start with a depressed view of life at the outset of your career.

Develop to the full the faculty of admiration as it is so essential to the formation of good character. Be anxious to dwell on the merits and virtues of others rather than on their failings and learn to admire goodness wherever it may be found. If youth is generally distinguished by enthusiasm, it is sometimes also a prey to harshness of judgment in its estimate of men and things. Soften your condemnation of others; be generous in praise and avoid as poison the attitude of *nil admirari*, as there is no hope for your own progress so long as you do not recognise beauty and goodness in the world. When the young man turns a cynic, he is a grotesque monster and a most tragic specimen of humanity, unrelieved by the touch of greatness found in fallen heroes.

Entertain high ambitions in life and do not be afraid that the great things on which you have set your hearts are not capable of realisation. It is true that the world will put on a changed aspect when you actually enter life and are confronted with obstacles you never imagined in the sheltered cloisters of your school and college, and success may not be yours. But great ambitions have always led to praiseworthy ends and Carlyle was not wrong when he said that "success in life depends on the choice of ideals," provided of course that strenuous attempts are made for their realisation. Apply yourself in a dedicated spirit to the work you have chosen and the career you have mapped out before you. Lord Haldane has said in the course of his Rectorial Address to the students of the University of Edinburgh:

"The first duty of life is to seek to comprehend clearly what our strength will let us accomplish, and then to do it with all our might. This may not, regarded from outside,

appear to the spectator to be the greatest of possible careers, but the ideal career is the one in which we can be greatest according to the limits of our capacity. A life into which our whole strength is thrown, in which we look neither to the right nor to the left, if to do so is to lose sight of duty—such a life is a dedicated life. The forms may be manifold. The lives of all great men have been dedicated; singleness of purpose has dominated them throughout."

It is a noble aspiration which many of you cherish that you should be of great service to the motherland in the field of politics. Prepare yourselves for it and cherish the great virtue of patriotism in its real sense, without clinging to its mere superficial trappings. It is not in boisterous sentimentality, glowing enthusiastic for a few moments on occasions of public excitement and lapsing into soulless indifference afterwards. Nor is it in mere over-sensitiveness to criticism and an incapacity to see our own failings. It is a deep, abiding and enlightened affection for our country, reinforced by knowledge, possessing abilities of high order and capable of effective service. It is only if you possess patriotism of this type that you can prove yourselves worthy children of

That sweet Indian land
Whose air is balm; whose ocean spreads
O'er coral rocks and amber beds;
Whose rivulets are like rich brides,
Lovely with gold beneath their tides;
Whose sandal-groves and bowers of spice
Might be a Peri's paradise.

MODERN ESSAYS.

II—SOME PERSONAL PORTRAITS.

By Mr. P. R. KRISHNASWAMI, M.A.

Govt. College, Kumbakonam.

FOUR of the collections made under 'Recent Essays' are sketches of literary personages. Richard Garnett tries to describe in one the characteristic qualities of Emerson as an author. There is no suggestion however of an intimate picture. W. B. Yeats has sketched William Morris in another, concentrating solely on one aspect of that poet, his cheerful acceptance of earthly conditions or the essentially earthly character of his imaginative work which reveals a state of mind, simple and childish, calculated to make him the happiest of poets. This sketch is artistically almost perfect. It is quite a thing of beauty. Somewhat more critical is Gosse's Essay on Lang, which also illustrates the tendencies of the modern biographical essay. The modern biographer is not obsessed by the greatness of his heroes. He is on an equal footing or he even patronises his subject. A. G. Gardiner's predilection in this is well-known. Indeed, "the Impertinence of A. G. G." was the description under which his last biographical work was discussed. Gosse gives a sympathetic account certainly of Lang's genius, though the reader cannot help feeling that the essayist is quite superior to his subject.

In studying the essay on William Morris, the relevant bibliography should first be made out. Morris was Rossetti's pupil and his work is best contrasted with Rossetti's. The reference to Rossetti's ideals in painting necessitates the possession of the prints of at least the important paintings of Rossetti. The dreamy beauty which seems to be blend-

ed with a fleshly sense, in Rossetti's pictures should be realised in such pictures as "The Triplex Rosa" or "The Bride." Mackail's "Life of Morris" will fitly introduce the student to the principal events in Morris's life and to the contemporaries amidst whom he grew up. For a reasoned criticism of Morris's views Alfred Noyes's book in the 'English Men of Letters' Series, is perhaps indispensable. Of the works of Morris himself, "The Earthly Paradise" and "The Life and Death of Jason" may be found in libraries, but the essay by Yeats has special reference to his prose romances which are usually unfamiliar. Yeats illustrates Morris's ideal men in an ideal world by a quotation from "The Roots of the Mountains:"

"Thus then lived this folk in much plenty and ease of life, though not delicately nor desiring things out of measure. They wrought with their hands and wearied themselves; and they rested from their toil and feasted and were merry: to-morrow was not a burden to them, nor yesterday a thing which they would fain forget: life shamed them not, nor did death make them afraid."

Other romances are mentioned in the essay, "The Well at the World's End," "The Hollow Land," "The Sundering Flood," "The Wood Beyond the World," and "The House of the Wolfings." To most of his socialistic views the key is furnished in "News from Nowhere."

The language which Yeats employs in describing the leading characteristic of Morris, is perhaps more symbolistic than one may suspect. The student will get enlightenment by reading the collected "Essays" by Yeats in which are found papers on the symbols employed in Shelley's poetry, on

magic, and on the symbolism of poetry. Yeats mentions that the old writers "thought that the generation of all things was through water." In the essay on Shelley's Poetry, he quotes Porphyry's authority for water being the great symbol of existence. Again Yeats writes that the Morning and Evening Star, the mother of impossible hope, was what Rossetti, like Shelley, followed. Writing on Shelley, Yeats says that he uses with the fullest knowledge of its meaning, this symbol of the Morning and Evening Star. Shelley uses it "as a symbol of love, or liberty, or wisdom, or beauty, or of some other expression of that Intellectual Beauty, which was to Shelley's mind the central power of the world; and to its faint and fleeting light he offers up all desires, that are as

The desire of the moth for the star,
Of the night for the morrow,
The devotion to something afar
From the sphere of our sorrow."

Of other symbols, the Moon stands for melancholy and the Sun for happiness, because he symbolises "the sensitive life," "belief and joy and pride and energy." In concluding the essay on Shelley's poetry, Yeats writes: "In ancient times, it seems to me that Blake, who for all his protest was glad to be alive, and even spoke of his gladness, would have worshipped in some chapel of the Sun, but that Shelley, who hated life because he sought 'more in life than any understood,' would have wandered, lost in a ceaseless reverie, in some chapel of the star of infinite desire." In the essay on Morris, he writes similarly: "... one must not be among those that would have prayed in old times in some chapel of the Star, ..."

NOTE-BOOK, WRITTEN WORK AND HOME-WORK IN MATHEMATICS

By

Mr. A.A. KRISHNASWAMI AYYANGAR, M.A., L.T.,
Maharajah's Collegiate High School, Mysore.

THE function of a note-book varies with the mode of instruction used as well as with the age of the pupils. Children of the Middle and High Schools need not keep too many note-books. It is sufficient for their purposes if they have (1) one rough note-book which will form the 'day-book and ledger' in which may be recorded rough notes of daily lessons done in class in several subjects as well as Home-work assignments, and (2) one fair note-book for each of the school subjects, in which may be entered in one portion, extracts from the rough class-notes of important facts and principles to be remembered, and in another portion select model examples neatly worked out and preserved for future reference, for instance, when revising old portions and preparing for any examination.

Questions done merely for the sake of drill and practice which need not be permanent records may be done in the rough book alone. The fair-notes are intended to be used as a companion to the corresponding text-book supplementing and elucidating the text-book material. Questions set for home-work may, however, be done in the fair note-book. The fair note-book should be kept neat and tidy with a good margin for teachers' comments and contain a table of contents and an index carefully prepared. Questions of outstanding importance should be distinguished from others by some such mark as an asterisk. It is advisable to write in alternate pages so that work not sufficiently well done may be

repeated opposite to the original, which will afford thereby easy comparison of errors and corrections.

Notes entered in the rough note-book should not be simultaneous with the teachers' class-room oral explanation, for, attention to the oral explanation should not be distracted by taking notes. After the material is adequately discussed, the teacher should give a black-board summary of his work which the pupils may take down and supplement wherever necessary by explanations and comments from their memory. The last ten minutes of every lesson may with profit be devoted to this kind of note-taking assisted by a mental review of the lesson-content. Such note-taking is necessary to fix the material then and there without allowing it to get lost.

The object of written work as well as home-work is to train the pupils in quiet thinking, accurate work, clearness of style, orderly arrangement, neatness and careful expression. In Mathematics which deals with symbols mainly, the written work is indispensable,—indeed as indispensable as in 'short-hand.' Bacon's remark that 'writing maketh an exact man' applies with peculiar significance to 'Mathematics' which is an exact science. The mathematical shorthand can best be practised only by writing.

Again all written work has the advantage of being definite, tangible, and capable of leisurely deliberate critical analysis and careful revision and herein lies a great opportunity for the teacher to induce self-criticism among his pupils and to teach them to find their own mistakes. If the boys can find their own mistakes, there will be fewer errors for the teacher to mark with red ink. A

large percentage of pupils do not care to read over their written exercises and correct even the ordinary slips and omissions which should easily strike their eye during revision, before handing in their work to the teacher. They must be made to see that ordinary politeness requires that they should not give their written work into the hand of another to read unless every avoidable error has been eliminated.

Quality and not quantity should count in written work. All written work should be regulated in quantity with due reference to the time at the disposal of the pupil at home to devote to any particular subject (amidst several such subjects) as well as to the amount of justice the teacher can do to the correction thereof. Written exercises should be carefully supervised and corrected by the teacher. Unsupervised written work is of low educational value. Handwriting deteriorates, and careless ragged efforts will be repeated if the exercises are not inspected by the teacher; also uneconomical and round-about methods may be used, and incorrect models may be copied and repeated. Low standards tending to fix wrong habits such as bad margin, crooked lines and uneven spacing will develop if the pupil is conscious that he is working for himself alone. All slovenliness and carelessness in written work should be discouraged. Only the pupil's best work should be accepted.

In arithmetical work, it is specially important to see that the pupils write their figures very clearly. This ability to write figures clearly is a very valuable one for life. Well-formed and legible figures save eye-strain and errors in computational work. One cannot impress too much on the pupils that illegible

figures are more harmful than illegible letters or words, since the context affords the least help in deciphering a figure. The habit of making clear figures is not so hard to acquire since they are written unjoined and require only the automatization of ten minor acts of skill. It has been remarked by an eminent educational psychologist that "Whereas the handwriting of words is often better than it is necessary for life's purposes, the writing of figures is usually much worse."

Dishonesty in home-work such as copied, borrowed or stolen note-book should be severely condemned. A teacher should be sufficiently alert so as not to miss noticing any such occurrence. Putting immature pupils on their honour in these matters is merely futile. Wherever possible, a little *tête-à-tête* with a pupil while going through his written work or while returning it will reveal the ethics underlying the work.

To conclude, the teacher's example is a very potent factor in forming the style of the pupil's written work. It is a common experience that the pupils copy and sometimes take a mischievous delight in imitating first consciously (and later unconsciously) their teacher's peculiar handwriting, his mannerisms, his abbreviations, his method of black-board presentation and so on. So the teacher's written work should be neat and correct and beyond reproach.

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MATRIC OR S. S. L. C.?

By Mr. Ch. V. JOGARAO, B.A.,
Maharajah's College, Vizianagram.

INTRODUCTORY:

1. "I don't want it," says X the leader of a large party; "No, that wretched Matric which was slaughtering the innocents. What a beautiful thing is the S.S.L.C! Indeed a miracle. I really wonder what sense they have who oppose it." "What! what!" interrupts A, the leader of the opposite party! "What! you want to continue the S.S.L.C., that absurd thing which has ruined the whole education in the Province and produced worthless men! How can you know the merits of the good old Matriculation, you who are the production of the modern system?" Thus is going on a tug of war between the two parties and so far there seems to be no end to it. From all the controversy that is thus raging we can draw one important inference; that neither is an unmixed evil, nor is it an unmixed blessing. On the S. S. L. C. side they say that it will do very well with slight modifications; and likewise on the side of the Matric. But so far as I could follow the controversy, neither party has been able to present a comprehensively comparative view of the two rival systems and many salient points have escaped the notice of the educationists in the Province. The newer generation of educationists cannot be expected to possess any definite and correct view of the old Matric system; and what they seem to remember about it is 'the slaughter of innocents' and nothing more. Naturally they are not in a position to present a correct comparison of the two systems. Thirdly, they cannot be expected to realise the defects of a system in which they have been themselves brought up

and with which they are so intimate. The older generation are now far and few between, if any, and perhaps out of touch with education. Thus there has been no possibility for a fairly correct view of the old day Matric and the present day S. S. L. C. system being presented to the public. For this reason, it has become a matter of necessity for me to present a comparative view, since I have put in a service of over four decades in Secondary Schools and have had opportunities to watch and study the working of the rival systems. I, therefore, offer the following in the hope that it may be taken for what it is worth.

FEATURES OF THE S. S. L. C.

2. Let us start with the S. S. L. C. since it is the master of the day, and examine its essential details. There is indeed a world of things about it. Just as we find according to the antiquities, Nine Great Wonders in the World, there are in the S. S. L. C. scheme, Nine Novel Features which form its quintessential property. They are: The Certificate, Finger-prints, Personal marks, No-pass-no-fail theory, Average Minima, B Group, Moderation, Specialisation, and Vocational subjects. Let us examine these nine features one by one.

THE CERTIFICATE.

3. The S.S.L.C. is a goodly volume of 24 pages of foolscap size with matter fully entered in it. Indeed it gives a mass of information about the candidate and his school career. But of all this, what is cared for by those concerned is no more than a few figures entered in red ink in p. 18; that is, the marks scored by the candidate at the Public Examination. The advocates of the certificate may claim so much usefulness of all the other information furnished in the book; but it is

an open secret that nobody ever cares or has occasion to care for any of the other entries in the certificate. Really there is a host of workers, comprising teachers and clerks to prepare and maintain school records relating to these certificates. The work they turn out far exceeds that required for the Jamabandi of a whole Province or that turned out by an engine of 10,000 H. P. What all this can be for is a mystery. Is the game worth the candle? Heaven intercede to remove this waste and drudgery!

FINGER-PRINTS AND PERSONAL MARKS.

4. The S. S. L. C. furnishes these marks. When the diplomas and certificates issued by so many examining bodies do not think it worth while to record them, where is the need for them here? Can any sane man in the Province point to any earthly connection between finger-prints and education or between personal marks and efficiency? These three are but extraneous matters and let us leave them alone.

NO-PASS-NO-FAIL THEORY.

5. This theory is one of the grand discoveries made by the promulgators of the S. S. L. C. scheme. According to this ingenious theory there are no lists of passes and failures to be published. An examination will be held and the marks scored by the candidates in the several subjects are entered in the certificates. Those concerned will have to judge of the attainments of the holders in the light of those entries and take action using their own discretion. The promulgators had devised this expedient to suppress the misery of large failures; but can suppression be a remedy at all? Under this arrangement there is one advantage; the odium

of large failures is shifted from the examining body to those who may have to deal with the S. S. L. C. holders; and if they exercise their discretion aright, the evil is there still. At first Principals of Colleges were given the discretion to admit students into their colleges on the strength of these entries; and how the discretion was exercised is well-known, and the University had to withdraw this privilege and take upon itself the task of publishing eligible lists. In the same manner the privilege given to Heads of Departments and professional institutions had to be withdrawn and special rulings issued for their guidance. We thus see that the no-pass-no-fail theory was practically exploded and received its well-merited burial long ago.

AVERAGE MINIMA.

6. The S.S.L.C. scheme devised a curious minimum in place of the fixed minima generally adopted by examining bodies. This is what is known as the Average Minima, i.e., the averages of marks obtained by students at the Public Examination. If in a particular year, the average should fall to 10, all that got 10 and more pass in that year; and if the same should be 30 in another, all that get 29 and less should fail. A pass of that kind may fail to indicate any definite standard of attainment. Again, this average is the sum-total of the merits and demerits of students, and the whims, freaks and vagaries of examiners, which the S. S. L. C. wisdom has come to recognise as a more reliable one than that settled by a committee of experts.

B GROUP.

7. The S. S. L. C. scheme formed a separate group of subjects under the title "B Group" comprising History, Geography, Elementary Science, etc. There should be no test in

these subjects at the Public Examination. The reasons they gave for this arrangement are that these subjects are too important to be subjected to the vagaries of examiners; that they require specially good treatment at the hands of teachers; and that the courses and syllabuses in these subjects have to be drawn up with special reference to local conditions. All these appear to be very lofty ideals come down from the Highest Heaven; but what is the net result of this grand wisdom? These subjects are the least cared for, and their neglect has become an established fact. The time allotted at school to these subjects is either diverted to examination-going subjects or turned into leisure periods. As for students, they do not care to pay any attention to these subjects with the result that they have no chance of picking up any decent knowledge in these important school subjects. Again, can we point to one examination anywhere in the world which prescribes the study of certain subjects and omits to hold an examination in them?

THE MODERATION SYSTEM.

8. The promulgators of the S. S. L. C. scheme claim no small credit for having invented this novel plan to assess the attainments of candidates. They say that the attainments of candidates ought not to be assessed on the results of a single outside examination; but should be decided by taking into account also the work and progress of the students at school. Their proposals in this direction were not put in practice for some years; and when, owing to pressure from different quarters, a scheme of moderation was devised and put in operation, new difficulties arose and the moderation system had to be abandoned. The evils of the

moderation system are too well-known to require mention; however, one word will suffice to drive home the wisdom of this grand theory! It has tended to the neglect of studies on the part of the students since they have a shorter cut to a pass by currying the favour of teachers. Why should they worry themselves with arduous study when they can have the artificial pass by some easier means? In consequence, this system has tended to give opportunities for corruption and malpractices to a profession hitherto reputed as the noblest and most innocent in the world. Since this principle also received its well-merited burial long ago, we can leave it alone.

HISTORY OF THESE FEATURES.

9. Now with regard to these cardinal features, the no-pass-no-fail theory, the average minima principle, the B Group wisdom and the moderation system, each had its own short life and they have all by this time become extinct. In this connection, mention may be made of a curious incident. The moment the scheme was promulgated about 1909, teachers began to think seriously of it and strove to understand how the scheme had to be worked. Some queries were drawn up by an eminent educationist and placed in the hands of a responsible officer of the Madras Directorate and the reply amounted to say: "We know nothing in the matter and none can answer these questions now; the answers will come in the course of working out the scheme." This will suffice to indicate the hazy beginnings of the School Final Scheme. In this connection I learn on good authority that the Bombay educationists flatly refused to adopt the scheme when it was sent to them. We have seen how all these several principles have been exploded and abandoned.

Nevertheless, we find the Press teeming with articles eulogising these cardinal features. It will not be right for the admirers of the scheme to publish such views. If any of them had honestly wished to see them worked in all earnestness, they should have come forward with their practical suggestions to enable the D-partment to work out these theories smoothly. In fact, they kept quiet while these exalted principles were being abandoned one after the other; and now, when they are making ready for their funeral, they raise the cry. Poor men! the bereavement is too hard for them!

ANTI-EXAMINATION TENDENCIES.

10. The formation of the B Group and the no-pass-no-fail theory are but the outcome of a deep-rooted conviction that examinations are an evil; that they are dominating the whole education, which they should not do; that there should be no lack of endeavour to mitigate the evils of external and public examinations. We, in India, have been accustomed to think of examinations as nothing but a curse. But on this account we will do well to take note of an announcement recently made in the 'Education of the Adolescent' published last year by the Consultative Committee formed by the Board of Education, England, which amounts to condemning the anti-examination view. It appears our B Group wisdom and the no-pass-no-fail theory never reached the ears of that Committee; else they would have corrected their pro-examination convictions which they emphasized in their report. Or if they had heard of their failure here and the disastrous consequences which followed from them Sir W. H. Hadow would have been saved the trouble of going thousands of years back to quote from Plato the saying:

"The life without examination is a life that can be hardly lived;" and, instead, would have cited these two instances which would suffice to explode the anti-examination convictions which are so prevalent. Fortunately for the glory of the Madras Province these grand theories did not go beyond our four walls.

MASSACRE OF INNOCENTS.

11. If examinations are not to blame and are also necessary, who is responsible for the Massacre of Innocents? Indeed masses of students had been plucked under the Matric system; but are the pass lists of the present day more encouraging and less disastrous? Certainly not. Now, can examinations spoil students or mutilate education? If it is said that teachers, professors and lecturers are spoiling students, we can realise the meaning of it by thinking that their indifference, recklessness or incapacity or all of them combined may be responsible. If it is said that the administration is spoiling students, we see the possibility of this also in so far that they may be indifferent in the matter of efficiency; they may be enforcing wrong methods and prohibiting the right ones; and they may be allowing unwholesome conditions to prevail, such as the overcrowding of classes and curricula. If the charge is laid at the door of the Training Institutions, we may be reasonable in suspecting that they may be disseminating wrong and unwarranted methods and that the teaching as directed by them has been beside the mark. But if it is said that an examination is responsible for the Massacre of Innocents, it seems quite unthinkable on the very face of it. If we remember that an examination is neither more nor less than a test of students'

attainments and knowledge, it can never be blamed for large failures. The fact of large failures is the same as saying that large numbers are failing to possess the knowledge and attainments prescribed for the stage. We cannot say the Matric ever plucked the deserving; nor that the S. S. L. C. Examination is doing it. When even those that are passed are faring badly in colleges, it goes without saying that those who are plucked cannot deserve a pass; and no examination can pass them. It would, therefore, be more reasonable to say that students are first spoiled in school; and the failure list is but a verification and confirmation of the failure of teaching in schools. Our educationists are committing the fatal blunder of ignoring this fact and throwing the blame on examinations; and unless and until the educationists unlearn this anti-examination bias and recognise that the root of the evil lies in the school, the state of things can never be remedied.

SPECIALISATION.

12. The S. S. L. C. scheme inaugurated a departure by instituting alternative courses for the choice of students according to their aptitudes and capacities. There are two effects of this change which we have to note.

Neglect of Vernaculars.—The study of vernaculars is made optional so much so that a large number of students are deprived of the opportunity of studying their mother-tongue. The composition test that was made compulsory to all candidates required, in fact, no serious study and as such may not be calculated to furnish the students with the requisite grounding in the vernacular. It is an established truth that the Calcutta University Commissioners have emphasised the view that in the study of the vernacular lies all opportunity for the forma-

tion and development of literary taste and insight, critical faculty, and mental discipline. Further there is the advantage of imbibing indigenous Aryan culture and the formation of character. The relegation of vernaculars to the C Group has, therefore, tended to deprive the students of all opportunity to attain these liberal aims of education.

All-round Capacity.—Those who take up Mathematics do not know the elements of historic study; and those who take up History have no opportunity to develop their powers of correct and accurate thinking for which Mathematics is so well fitted. In this way, the products of the S. S. L. C. scheme are found to be lacking in all-round capacity unlike the old school Matriculates.

This specialisation has affected and is still affecting education adversely in a peculiar manner. Teachers who have come through the portals of the S. S. L. C. are found to be unfit to handle most of the subjects of the school curricula. When men devoid of the requisite all-round capacity lay the foundation of education in the Primary and Lower Secondary stages, we must not be surprised to find education deteriorating.

One more point about Specialisation.—Students in the High School stage are quite immature to take up specialised study in any subject. According to the latest decision of British experts, the age of adolescence commences at 11; and the period 11 to 15 may fairly be taken to be a preparatory stage. What is needed at this stage is a study of all those subjects which possess disciplinary and informational value, and it may not be right to deprive batches of students of the study of such subjects in the name of specialisation. They should be

made to study all such subjects with care when alone their intellect may be expected to develop on all sides. And at the end of the Secondary course, when they have a grounding in a variety of subjects, we may fairly ascertain their aptitudes; and the University courses may be drawn up with advantage according to the principle of specialisation.

VOCATIONAL SUBJECTS.

13. If in the School Final Scheme, there is anything laudable, it is the addition of vocational subjects to the curricula of High Schools. This is really a boon to that section of students who may not continue their studies beyond the School Final Stage. Only it has to be pointed out that there is not a sufficient variety of subjects for choice; and it is highly desirable that there should be a larger number and variety to choose from.

OTHER CHANGES.

14. The nine features discussed above are only the obvious and more prominent ones. There are, indeed, many more changes that have been introduced along with the School Final Scheme and incorporated in the Public Examination. These changes are the outcome of a larger revolution that was set on foot in 1906; and we can fairly say that the School Final Scheme was only the last Act of the Revolutionary Drama, the first Act of which was enacted in 1906 when the Department published a new Code of Regulations under the title 'HINTS AND SUGGESTIONS.' I shall just refer to a few of these changes which are influencing education adversely.

THOROUGHNESS OF STUDY.

15. They have introduced into the examination system a new principle of giving

choice to students from among a number of questions. This arrangement naturally leads students to neglect large portions of the books or courses prescribed for their study. Another factor that has adversely affected studies is the syllabus mania which is only another name for anti-text-book tendency. Under the influence of this principle students are not to make a thorough study of a text-book. In this way the revolution gave a death-blow to thoroughness of study.

INTENSIVE STUDY.

16. Side by side with the School Final Scheme was introduced a new principle in language-study which is made to have two aspects, detailed and non-detailed. Certain books and portions are prescribed for detailed study and some others for non-detailed. But the type of questions on both the portions are of a common character requiring in answer the reproduction of subject-matter in the form of stories, essays, etc. Of course, we find some questions bearing on grammar and language relating to the portions prescribed for detailed study; but they form a negligible fraction which most students leave untried for want of instruction in them. Thus intensive study and teaching have become things unknown, now-a-days; and with the disappearance of intensive teaching and study has gone all opportunity for the development of literary taste and insight critical faculty and mental discipline which form the essential aims of liberal education and also the requisite equipment for collegiate studies.

GRAMMAR AND TRANSLATION.

17. A great revolution was going on in the West in the matter of teaching foreign languages the chief feature of which was the

exclusion of grammar and translation. But this anti-translational and anti-grammatical faith had but a short life in the 19th century; and by the dawn of the present century, scholars in England, America, Germany and other advanced countries of the West invariably abandoned these convictions and began to recognise the imperative necessity of grammar and translation in teaching foreign languages and even condemned these negative convictions in no mild terms. Thus these two tendencies could not survive in those countries beyond the last century. While matters stood thus the educationists of Madras ignored the reaction and carried on a crusade against translation. If we look into the standard works on the subject we find that the anti-translational view was a thing of the past. One funny thing may be noted in this connection. The Madras educationists hold up Otto Jespersen for authority on linguistic methods; and his work 'HOW TO TEACH A FOREIGN LANGUAGE' tops the list of books recommended for the reference of teachers. He denounced the anti-grammatical and anti-translational views as stupidly negative; and what is stupidity in the judgment of Jespersen has come to be consecrated by the Madras educationists. What a perversity this means passes my comprehension.

Eminent scholars have invariably emphasized the importance of grammar and translation as indispensable factors in the teaching of foreign languages; they have likewise recognised that these two factors possess a disciplinary value unequalled in the whole range of education. When these two factors have come to be neglected and when translation is suppressed with an iron hand we need not be surprised if the standard of

English instruction has fallen from its old level.

In the condemnation of translation the Madras University also had blindly and slavishly followed the revolution without caring to ascertain the truth independently, and thus removed the translation test under English from all University Examinations. If any person connected with the University or one Professor in the Training colleges ever cared to go through the standard works on the subject he would be ashamed to have ever had a hand in the anti-translational movement and even for having connived at it. In this connection I may mention that no other University in India or England had the audacity to take this drastic step; but such a state of things has come to stay in our enlightened Province.

THE LOWER SECONDARY EXAMINATION.

18. In pursuance of the anti-examinational tendencies discussed above, the Department abolished the Lower Secondary Examination. This step has removed the check on indiscriminate promotions so much so that the High Schools have now become top-heavy; and the High School classes contain students varying considerably in their attainments. We find Assistant Examiners recording the view that of the students sent up for the S.S.L.C. Public Examination, many are fit to be sent two or three forms down. Every teacher knows that in a class of some 30 or 40 students, no more than 3 or 4 are up to the mark and the rest fall far below it. Such a state of things is really deplorable as it tends to handicap the work of teachers however capable and earnest they may be. If a filtration is arranged for at the end of the Middle School Course and insisted

upon, High School instruction will have a fair chance of proceeding with any degree of efficiency; and then they can supply good material to colleges.

THE S. S. L. C.—A BIG BLUNDER.

19. We thus see that the S.S.L.C. system has a deeper meaning than what is generally understood of it. It is found to be nothing but a mass of oddities and absurdities; the several principles underlying it are as pernicious in effect as they are absurd in conception.

THE MATRIC SYSTEM.

20. Now to pass on to the Matric System, I can give a true and vivid picture of it in one word by saying that it has none of the oddities and absurdities; none of the many undesirable things found in the S. S. L. C. System.

MILLER'S MESSAGE.

21. The foregoing discussion and the sweeping observations may be painful and galling to the founders and admirers of the S. S. L. C. Scheme. Last they should belittle the views of a humble teacher on this important question I should like to quote what an eminent educationist of South India has said on hearing of these changes. The late Rev. Dr. Miller, for whom we must have the highest respect, sent the following message to the Christian College Day Association:—

"In Southern India itself there is proof enough of the sorrowful consequence of abrupt breach of continuity.

"The authorities concerned chose to enter not on the path of reform but on sudden revolution. Nothing is more fatal to the development of masses of men than violent breaches of continuity and chaos is the result.

"The University and all concerned with it will suffer much and long, because the new was not allowed to grow by graded development from the old; because the changes introduced were based not upon hard-won experience but upon indigested theory."

In the light of expert opinions like this and the foregoing discussion, we can fairly conclude that the S.S.L.C. Scheme is the greatest blunder that an educational administration can commit. To be brief, the S.S.L.C. Scheme is the offspring of folly, conceit and perversity. It is therefore, high time that all parties interested in the progress of education on right lines should join to give a decent burial to the Scheme; and the following will be a suitable epitaph for the occasion:—

Here lies the grandest thing
The world has ever seen,
Begotten by Folly,
Nurtured by Ignorance,
Cut off by discretion,
The Madras School Final Scheme.

BASIS FOR THE CONSTRUCTIVE SCHEME.

22. How then are we to proceed with the reorganisation of Secondary Education? In answer to this, I have to say that it would be a vain attempt to construct anything on the basis of the present conditions and the S. S. L. C. System. In the light of the foregoing discussion we have to treat all the changes introduced since 1906 as an episode, a negligible episode. Remember that the Matric System and all that existed prior to the Revolution of 1906, was the fruit of half a century of educational wisdom gathered by the pioneers of education in South India. So take up the thread of educational progress as it stood in 1905, in

the light of the Matriculation system, the Educational Rules, 5th Edition of 1905, and the Lower Secondary Scheme. Take the courses, curricula and methods as they stood in that year, give them some slight touches here and there keeping in view the advances that have since been made in educational ideals and methods.

THE ISSUES.

23. Now there are two vexed questions which require solution:—

1. Are we to have two examinations side by side, one for University entrance and the other for public service?
2. Who is to regulate and control the final examination of the Secondary stage, the University or the Department?

The discussions that have so far appeared in the press on these questions create the impression that they are ignoring certain important principles underlying them. As regards the first question, there seems to be no necessity to have two separate examinations. The equipment for University entrance and that for Public service are not so different in character. They have some features in common and the University entrants require something more than the others. Those seeking service require the Three R's, literacy and some working command of the English language; and those who seek entrance to the University do require these attainments and, in addition, some general knowledge which constitutes scholarship and the germs of literary and critical faculties and mental discipline of a higher character. Since examinations influence teaching to a large extent much depends on the cut of the examination paper, and the type of questions set for the

examination. If we scrutinize the papers set in English for the S. S. L. C. Public Examination we find that the questions test the working command of English and no more. Those tending to make for literary taste, critical faculty, and mental discipline do not find place in it; and in consequence the higher aims of liberal education have become myths in the High School stage where their germs should have been formed, and, in consequence, when such students find entry into the college classes they are found quite unfit to pursue collegiate studies. Of the two papers in English one may be shaped so as to test the critical and intensive study of students; a paper may be added in Translation and Grammar; and the third paper may be confined to test the candidate's working command of English. For those seeking admission into colleges, a special minimum may be prescribed in the first two papers and a higher minimum demanded in English on the whole than what may be prescribed for those who may discontinue their studies after the High School stage. In support of this arrangement I may be permitted to say that the Cambridge Senior Locals recently instituted a separate minimum in the Translation Test for a Pass by way of giving a stimulus to the teaching of Translation; and coming nearer home, we remember that a special minimum was prescribed for Handwriting at the late Middle School Examination. The insistence on a higher minimum for University entrants may therefore be a reasonable course. By making some arrangements on the lines indicated above we can fairly have a single examination to serve both the purposes.

WHO SHOULD CONDUCT THE EXAMINATION?

24. If we want to find an adequate answer to the second question 'who should conduct

the examination'? I have to point out two principles to be borne in mind. The Primary, the Middle School, the High School and the Collegiate stages are but different steps of the same ladder, General Education; and if the steps are cut off one from the other, what to think of the ladder? Any attempt to work them in an isolated fashion be-speaks lack of correct perspective; and the idea of entrusting them to different bodies may not lead to a satisfactory co-ordination between the different stages. The other point generally ignored is that teaching, study and examination are but the different, yet connected, wheels of the educational machine; and so long as they are regulated and controlled by different bodies in an isolated fashion the machine must ever remain out of joint. Obviously this principle has been all through ignored. We can, therefore, fairly conclude that the defects in education so far existing are due to lack of harmonious co-ordination in these two matters; and the remedy for the existing ills in Secondary Education must be sought for by making adequate arrangements to establish harmonious co-ordination between the High School and University stages on the one hand and between the teaching and examining systems on the other. Let us see how we can bring about such a co-ordination.

COUNCIL OF SECONDARY EDUCATION.

25. All matters relating to education proper must be entrusted to a body of persons to be styled 'Council of Secondary Education.' This Council should be made up of some 50 members; half of them to be chosen from the staffs of High Schools and Colleges equally, Training Colleges included; the other half to be *ex-officio* and nominated members. Their functions should comprise all matters relating to

education; the approval and prescribing of text-books, drawing-up of courses, curricula and syllabuses; regulating the methods of teaching; and lastly arranging for examinations and their conduct. This Council is to be both a legislative and executive body. In their legislative capacity they will lay down the general policy and lines of procedure; and as for the executive functions they will form some Sub-Committees for the Tamil, Telugu and Malayalam areas each to function the executive work in their respective areas, the Canarese and Uriya tracts being placed under one or the other of these Sub-Committees. The formation of Sub-Committees on a linguistic basis is a thing quite consistent with the existence of the Andhra University and the prospective Tamil University. In the Central Council as well as the Sub-Committees there should be adequate representation of the varied interests in the land; High school and collegiate stages, linguistic interests, parental interests, etc. It should be the principal aim of all these bodies to direct their attention to the establishment of a harmonious co-ordination between the several stages and aspects of education such as have been pointed out above.

In order to prevent the defects arising from over-centralisation, there should be formed local bodies for smaller areas. The Secondary Education Boards as at present constituted are unnecessary—one for each District. They may be formed for groups of 3 or 4 Districts according to convenience. For the Telugu country three Boards will do: one for the Circars, one for the Ceded Districts and the third for the Southern Districts; and similarly for the Tamil and Malayalam areas. Their functions will be of

an advisory and executive character; and they have to work in co-ordination with and by way of helping the Central Council and the Sub-Committees. These several bodies may be entrusted with some administrative functions also; but suggestions on this score are purposely omitted here, since they are outside the scope of this article. In this connection it may be pointed out that an arrangement of the kind is one quite consistent with the views of the Calcutta University Commissioners who emphasised the desirability and even the urgent necessity of placing the administration of Secondary Education on a constitutional basis.

26. Before concluding, I have to point out some difficulties in the way of those who are busy with the question. There will be no end to the pleadings of the originators and admirers of the present system. At every step they should remember, more than anything else, Miller's message and the good old maxim 'The Devil quotes from Scripture.' The second difficulty relates to prestige which is an enticing invention of the present day educationists only to perpetuate an absurd and pernicious state of things. When the whole wisdom of half a century was thrown away and all the conditions prevailing up to 1905 were swept away as in a hurricane nobody thought of prestige. Now there can be no prestige for a state of things such as has been discussed above. Let us remember error is human; but correction is divine; and change is the order of times; but it must be change for the better. The third difficulty consists in the diffidence to wound the feelings of the originators. But in this matter those concerned will have to rise equal to the occasion and strengthen their nerve to resist the temptation to yield

to such personal and sentimental considerations; else there can be no chance for Secondary Education to take the right course in their hands.

27. In conclusion, I beg to suggest that the Special Officer and his colleagues who are now busy with the question will do well to give their careful consideration to all these matters before they draft their scheme finally for the Re-organisation of Secondary Education in the Province.

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MR. STATHAM'S REPORT EXAMINED

By N. S.

PART I.

THE lengthy report of Mr. Statham on the development of Elementary Education in the Madras Presidency and for the amendment of the Elementary Education Act of 1920 gives interesting reading and it is therefore suitable that the interested public and the anxious departmental officers should take time by the fore-lock, examine the report in all its bearings and suggest improvements for making the problem of mass education a realisable ideal.

We are confronted at the outset with a series of Statistics to show that the Punjab, though "educationally very backward compared to the major provinces of India," has made sufficient headway in a brief space of 10 years in the matter of Elementary Education. The circumstances which lent themselves for such a rapid development are not clearly brought out, though one is able to make out in reading between the lines that the administrative machinery must have substantially helped "to advance at twice the rate of Madras, although she (the Punjab) started with a considerable handicap." It is worth presuming that Mr. Statham has endeavoured to create a similar atmosphere for Madras to progress favourably.

WASTAGE.

It is very common in Elementary Schools to see such instances of "wastage" or "stagnation" of children in one class for a number of years, nay, cases of pupils reading for 8 or 9 or even 10 years to go through I, II, III and IV standards are many and none can be sure even then that the pupils were

really benefited. This is the crux of the situation and needs better investigation. From a knowledge of rural conditions one is tempted to think that the unsteadiness of village life and the fitful efforts of the parents are more responsible than even the ignorance of the villagers for causing so much "wastage." To Indian sentiment, Time is of no consequence and it is no wonder that village people make little difference between five years and eight years. A little care on the parent's part would banish impediments which would otherwise occur. The report is silent as to the ways and means for getting over the trouble though it indicates that in the last 6 years there has been a negligible improvement in the percentage of wastage. But the point becomes more complex from the fact that there "has been a large increase in the total cost of Elementary Schools, in the total number of Elementary Schools and in the total number of scholars in Elementary Schools." From the foregoing circumstances the fact emerges that the number of scholars reading in the increased number of Elementary Schools for the reasonable period of, say, five years, is appreciably low, that the bulk of the population are of the "wastage" class and that the Government is spending more money upon pupils who neither go forward nor backward, but remain constant without benefit to themselves or the society. This is something of the case of burning a candle at both ends. Mr. Statham tries to circumvent the situation and does not offer a direct solution. The abolition of "Single-Teacher Schools" does not go a long way in solving the difficulty until the root-cause is eradicated. The daily attendance of pupils in a village must be guaranteed. To ensure it a system of compulsion should be introduced as

all efforts by voluntary methods have proved futile. With the best will in the world it is found impossible to coax parents to send their children regularly and every day to school. A Compulsory Act should therefore be introduced as early as possible with devices to suit baffling situations and till this is done, I, for one, firmly believe that the position will never improve and illiteracy will never vanish.

SINGLE-TEACHER SCHOOLS.

It is not that all single-teacher schools are ineffective and that double-teacher schools will prove more useful. It is more a matter of incidence. A school with three classes teaching mainly the Three R's will get on very well under a single teacher rather than a school with the same standards but with an ununderstandable syllabus, curriculum and an unworkable time-table. It is a fun to see schools with a heavy agenda of work for the year and a time-table with periods marked as 7-45 A.M. to 8-10 A.M. and 8-11 A.M. to 9-45 A.M. The teacher's convenience and his attitude define the day's work more than the school clock if there is one. The purpose of the author of this learned report is apparently to improve the efficiency of instruction by abolishing "the single-teacher schools." I am afraid that unless this reform is coupled with the recruitment of a better type of teachers no benefit is possible. With the present Elementary lower grade teachers either alone as in single-teacher schools or a school of three or four teachers attempts at reform will be like flying for the mirage. A higher grade teacher must be the lowest unit in a well-thought scheme of Elementary Education and should be paid at least more than what we generally pay our footmen. Teachers and

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preachers are, no doubt, paid very little all the world over, but that is not to say that their backs should be bare and hunger pinch their belly. Should dissemination of education mean anything more than the teaching of the Three R's, the single-teacher schools with standards 1 to 4 should go giving place to better ones with higher qualifications, and better emoluments. All recognised schools, be they Aided or Local Board or Municipal or Government, should be standardised with regard to teachers, their qualifications, and above all their status with a view to remove the invidious difference that is made by the teachers themselves. Grants-in-aid should suitably be revised to consolidate the position of aided school-masters and raise them in the estimation of their Board School confreres.

AGENCIES AT WORK.

There is a loud and persistent cry that the District Educational Councils have failed to subserve the purpose for which they were brought into existence though here and there contrary opinions of offended pride are faintly heard. There are, of course, arguments per and contra for everything in this world but there is the irresistible opinion gaining ground among all sections of people that the District Educational Councils have made a ramshackle of their business. They should go and their functions delegated to the Inspectorate. The Taluk Boards should exist and any attempt to abolish them, of which we have a premonition from the report, will, to speak the least, be retrograde. All questions relating to the preparation of syllabus, curriculum, time-table, prescription of text-book and all the rest of it must be the sole concern of the Inspecting agency and it will be something like a finger in the pie to take in lay people in the formulation of such schemes. It is a

sad feature and certainly unfortunate that every Tom, Dick and Harry should be deemed competent to speak on education especially when we see that the subject of teaching is made more and more a matter of an exact science than so many dull things to be drilled into the ears of children with the ferule. When psychology plays an important part in the scheme of things of the present-day school system, is it not woeful that the illiterate ryots of villages, the half-educated gossip-monger, the impertinent litigant and the usurious money-lender should form a Panchayat to guide the destinies of Elementary Schools? The institution of Panchayats

with jurisdiction over schools of a purely supervising nature may be good but it is disastrous to entrust them with the function of preparing courses of study which should be exclusively the business of Inspecting officers. Bearing in mind the fact that the system of child education in Western countries is conducted along scientific lines with psychological experiments and mental tests it is well that we of this country proceed on such lines and bring up a better type of citizens without the glib talk of tradition, sentiment and all the rest of it.

(To be continued.)

COMMERCIAL ARITHMETIC

FOR

SECONDARY AND COMMERCIAL SCHOOLS

Prepared in accordance with the S. S. L. C. Syllabus

By T. V. SUBRAMANIA AIYAR,

Commercial Instructor, Govt. Muhammadan College, Madras;

Author of

Commercial Correspondence, Book-keeping for Beginners, Graduated Exercises in Typewriting, etc.

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OPINION.

Mes. Scantle Miscellany, April 1926:—The enterprising firm of Messrs. Srinivasa Varadachari and Co., Mount Road, Madras, have sent us a copy of Commercial Arithmetic for S. S. L. C. students which they have published. The book is a very useful addition to the existing literature on the subject and bids fair to be regarded as a Standard Text-book on the subject on this side. Needless to add that the book being written with a Commercial bias it should prove invaluable to all youths aspiring after commercial or business career. We congratulate the author, Mr. T. V. Subramania Iyer, and the Publishers, for the neatly got-up little volume before us.

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THE NEW EDUCATION.

By Mr. R. KRITHIVASAN, B.A.,
Ramnad.

I.

THE great war of 1914 which precipitated the whole of humanity against itself inaugurated a period of transition the chief characteristic of which was purification. This purificatory process is still going on in almost all departments of life and to this extent we may say that the war conditions still prevail and are not likely to come to an end till the consciousness of humanity is awakened in the nations.

One who is closely watching the march of events especially in the West cannot fail to see some glimpses of this change. The nations are already attempting though not with considerable success towards the formation of a World Federation partially expressed by the League of Nations. In the field of economics co-operation is largely taking the place of the old order of competition. Why? The very conception of man has undergone a radical change and people have begun to take interest in the study of man and his constitution. Man is no more the physical body and the intellect alone. He has got his emotions and behind them all the spirit or the true man. This knowledge is no longer a secret known only to the select few belonging to circles and societies devoted to the study of occult matters but is freely discussed in the Press and the Platform.

Now the object of education is chiefly man-making or man-drawing, if such a phrase can be used, and with the change in the conception of the constitution of man old ideas of education are naturally giving place and that very very rapidly to new ones.

In the old order, science plays a very great part, at any rate the scientific method if not what may be called the actual crude facts of science. This method trains of course the mind to handle facts but man is not mind alone.

Next what is given as education is something that is imposed from without. A rigid scheme of studies is formulated with the view that the boys or girls shall study this subject or the other and this way or the other. Again it carries the old spirit of the 'savage' in that the ideal held up before the youth is the great and only aim of the individual succeeding in life by the spirit of competition. The conception that each man must make a success by forging ahead by pushing aside the weaker underlies the whole system.

As a result of all these the modern student has not got what may be called the sense of the eternal and permanent values. He comes into the world with a mass of facts lacking wholly a synthetic character.

The new education which as already mentioned is taking the place of the old one attempts with the wider knowledge it is able to have about man and his constitution to make amends for the mistakes of the past. The chief characteristic of this new education is to arouse the consciousness of humanity in every individual by developing the intuition in him.

We see the faint beginnings of this new education in the great movement led by Pestalozzi and before him by Rousseau and Froebel and more markedly in the nineteenth century by Madame Montessori. The ideal that the child was to live for the child's own sake and not for the State as in Greece or for the higher classes he is to go as is done at

present is exemplified by the methods of these great reformers. In the present-day this new ideal is being worked out with marked enthusiasm in the West. Turn to America and we see every University which is the outcome of the generosity and charity of this millionaire or that successfully trying bold experiments along these new lines.

II.

Now let us briefly examine the material and the method of this New Education. As for the material we are bound to be scientific; but what we want is not quantity but quality. The memory of the student should not be taxed by presenting before him a crowd of facts; only a few salient facts which will give him the general drift of things should be presented so as to make things easy and bring in the element of synthesis. He must be taught where to find and how to find knowledge for himself as is done in the Dalton Laboratories.

Again the student should not be made to waste his energies in mastering more than one or at the most two languages; for what makes an educated man is knowing his one language well so that he knows as Ruskin has put it the aristocracy of the words he uses.

Next music, songs and rhythmic dances are of profound import in controlling the desire-nature especially of unruly students. Lastly the religious consciousness in every individual must be evoked; he or she must be taught how to evoke love from others or how to respond to the love of others. If we could only make this, if we could make him or her understand this wonderful phase of spiritual and emotional life, his or her intuition will certainly become so strongly developed that it will not be difficult to judge for himself or herself what is the right religion and what are

the wrong religions. So long as the spirit of humanity and brotherhood is emphasised and simple facts and ideas about all the great religions are imparted he or she will be a profoundly religious man or woman. These must become the essential, the rudimentary parts of our education.

Now, coming to the method, the most important and necessary element is the personality of the teacher; for the most effective way of rousing intuition in the child is by playing upon him with the intuition of a real teacher. The right kind of teacher must first show that he is one who knows love and has wise and kindly thoughts. He must come to this noble profession with the ideals of service and devotion instilled into his mind and heart. Much has been said and written about this and though there is the model of our ancient Rishis for us all to copy, no perceptible change seems to have been effected.

Next the work must all be done in the open air almost in the lap of Nature for where the influences of the sub-human kingdom and the sounds of Nature are not shut out, there the intuition in man is developed. The home and the school must be full of beauty, rhythm and harmony of line and colour, for those subtle influences play on the student and draw out his or her intuitive faculties. As for games they should be so organised as not only to promote physical prowess but also develop the inner beauty of self-control and comradeship. We get something of this in games like foot-ball and cricket.

Next all exaggeration of sex-idea must be eliminated. In the present-day civilisation the changing fashions and customs strengthen a good deal this idea of the sex in students. From the very babyhood unfortunately the idea of the male or the female is so exag-

gerated by the grand-mother stories of marriages and nuptials that it gives a strong warp to the boy or the girl. Co-education goes a long way in promoting greater respect and fuller co-operation between the sexes.

Every kind of punishment must go and the students and teachers must live as younger and elder brothers of a family. The student must be studied, must be co-operated with and logically he or she will also begin to co-operate with the teacher. It is needless to say that the teacher and the taught must live under the same roof to realise this ideal. Lastly crafts and industries must also be taught so that scholars who have a special aptitude for them may continue their courses in institutions solely intended to teach those special subjects.

This new education will thus draw the man nearer to his fellow-men and will help to build into himself that inner world which makes the truly educated happy, sure and full of enthusiasm. Unfortunately because the greater number of scholars who come out of the modern Universities have not developed this inner world or what little they have is out of joint with the outer, they are not capable of doing any work with enthusiasm and are unable to 'sit in the centre and enjoy bright day.'

Is this ideal too much for our country? It cannot be. The great Rishis who did so much in the past are still waiting and watching to inspire and guide us. Only we should make a beginning and show our willingness to be guided. We have the advantage of our past from which we can freely draw. There are besides the living examples of the millionaires of the West, who each owns a University in which he tries all sorts of experiments in education. In our own land we have the splendid example of the Bholpur School and

some of those institutions which are run by the Theosophical Educational Trust.

Already frightful symptoms of the cancer that is eating into the very vitals of our educational system are seen in the shape of the unemployment problem. Death is staring us in the face. Will not our Zamindars and the rich merchants awake and answer the call of the mother-land? We cannot expect Government to come to the rescue for it is least interested in nation-building problems and our Ministers however sympathetic they may be are cowed down by the cry of 'No funds' of the Reserved Half.

This is the opportune moment. If we lag behind we shall not only be a clog in the wheel of progress but shall be left behind perhaps to die a slow and lingering death. Shall we answer the call of the Time-Spirit and live or shall we die?

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* Speech delivered by Mr W. A. Jenkins, D Sc., I.E.S., Inspector of Schools, Chittagong Division, on the occasion of the Prize-distribution Ceremony of the Feni High School.

place which a country occupies amongst the nations of the world better than that of the position, which it gives to its educational problems. A country which places educational questions in the forefront of its problems can rightly be considered as in the front rank of the nations of the world but a country which relegates to a position of secondary importance the teaching and uplifting of its children stands condemned and consigned to a position of inferiority. It can never hope successfully to compete with other nations. At the present moment India is advancing rapidly in many directions. Political ideals, social reform and public administration are all questions in which during the last few years the people of India have shown an interest and a progress, which, while they may not be satisfactory to some, are yet of very appreciable magnitude. India is rapidly approaching the level of the other countries of the world on these questions. It is questionable, however, whether the progress in education in Western countries is not at the present day advancing more rapidly than it is in India. This means that so far from approaching the level which has been attained in other countries it is possible that India is falling further behind. This should give rise to serious thought on the part of all those who are solicitous for the future of their country and of their children. The methods of teaching which are prevalent here to-day are those which stood condemned during the early part of last century in Western countries. The organisation and control of your High Schools leaves much to be desired. The equipment is grossly inadequate. Your boys never receive a fair chance of gaining for themselves that place in life which they might attain were they educated efficiently.

I have the greatest admiration for those who are whole-heartedly and earnestly striving towards certain political aspirations and ideals. So long as they are sincere and self-sacrificing, they must command the respect of all people, but I would put it to you that much as remains to be done in the political world more lies ready to be done in the educational world, and of these two outlets for service, more can be achieved in the latter direction. It must not be thought, however, that progress is possible in the educational world without self-sacrifice and devoted service any more than it is possible in other directions. The most important problem in connection with the education of the present day is the financial one. We know what is wrong with the education. We know how to remedy the wrong, but the remedy must be purchased at a price which means self-sacrifice on the part of many. You can not expect good teaching unless your teachers are well-paid and satisfied. You cannot expect the best results unless your schools are well-built and well-equipped. You cannot expect success unless you are prepared to provide the very best possible for your children. When the achievements of the West are described, many Indians at once remark—'Yes, but your country is a wealthy one and you can afford to do it.' This is only partially true. The West is by no means an *El Dorado* of riches. There is poverty in the West as there is in India. Perhaps not as acute but still soul destroying and physically harmful. Rich and poor alike, however, contribute liberally, if compulsorily, towards the cause of education. Municipal taxation as well as national taxation has reached an extremely high level. Economists in the past definitely stated that this high level was beyond the capacity of any country

to pay. Economists then, as always, have proved wrong. India may be poor, but however poor she may be, she cannot afford not to pay the price necessary for providing the best possible education. You have no right to handicap your children in the struggle for existence with which they are faced. In so far as you provide them with second best you are definitely handicapping them. All objections to increased taxation on behalf of education and increased fees in the higher classes of the school definitely indicate an unwillingness to provide the best possible for your children. Many of these objections, I know, are supposedly economic and raised not because there is any objection to the improvement in the educational system but for other reasons. The economic objection is not valid, for whatever commodities you may not be able to afford you must afford that which is necessary for ensuring your children that heritage which is their inalienable birth-right. Apart from the financial question there are many other directions in which reform is urgently needed. Time will not allow of my discussing these in detail. I will briefly refer to them for they are questions, which are continually arising in the administration of your High Schools and they have an important bearing upon educational reform. In the first place it must be laid down that the only criterion which should be adopted in the discussion of any question is that of efficiency. Efficiency may possibly have to be tempered by expediency in the political world, but in the educational world it should not be. Hence I would put it to you that, for example, in the appointment of teachers patronage and local feeling and sentiment should be ruled out of court and a teacher chosen purely and simply because he is the best possible candi-

date. School Committees likewise are to be apparently ruthless and heartless, when dealing with such questions as retirement of teachers. No teacher beyond the age of 60 retains that mental elasticity and youthful outlook on life which are essential factors in the make-up of a successful teacher. Beyond this age it is impossible for any one to enter into the real spirit and the life of the boy and irrespective of his past services to the school or his economic condition, he has no right to be retained as a teacher. I do not wish this to be misunderstood. I would be as generous as possible to the teacher with regard to the salary he draws while teaching, or as regards Provident Fund prospects or arrangements for pension provision. It must never be forgotten that a school exists for the boys taught and not for the teachers. One other question I would deal with and that is the question of stipends awarded to students. India is the only country of which I know, in which poverty is a qualification for the right to higher education. The stipend system is interwoven into the whole educational fabric. Primary Schools, Secondary Schools and Universities, all follow the system of awarding stipends to students because they are poor. They may have obtained third classes in the examination but if they are importunate enough, provision will be made for them to continue. This is essentially wrong, because such students would be better employed in manual work and field work than in attempting to assimilate an education which can never be of real value to them in life. Again do not misunderstand me. I am one of the last persons in the world to allow poverty to be an impassable barrier on the pathway of educational progress. By all means provide scholarships—adequate scholarships—for

those who are intellectually able and who can justify their right to proceed from the Primary School to the Post-Graduate classes of the University, but in the case of the poor student this right must be unquestionably proved. It may be justifiable for a wealthy student to proceed with his education even though he be not intellectually in the front rank. Personally I have my doubts about this. There can be no question, however, that it is fundamentally wrong to allow a poor student who is entirely depending upon others for the provision of his fees, etc., to proceed beyond an elementary stage unless he possesses abilities above the average. I would suggest therefore that the time has come when the whole system of stipends should be abolished and a scholarship system instituted. Scholarships would then be definitely reserved for those who attain a predetermined level of intellectual attainment.

One other problem. Headmasters frequently complain that they are compelled by pressure from parents and committees to promote undeserving boys. This is fundamentally wrong and leads directly to slow progress. Teaching always tends to descend to the level of the average of the class and the admission of unfit boys into any class is a definite drawback and a handicap to the normally able boys in the class. Neither parents nor committees have any right to interfere with the Headmaster on the question of promotion. Efficiency should be the only criterion that should govern the administration of a school.

Gentlemen, it is your duty to rebel against the present inefficient system into which your boys are engulfed and out of the depth of which no few of them rise to the eminence

which their innate ability and possibilities give them a rightful claim.

The greater your dissatisfaction, the more intense your agitation for better conditions the sooner will you see many of the much-needed reforms translated from the realm of theory to the world of fact.

The best is not too good for your children. Your whole-hearted co-operation and self-sacrifice is needed if your children are to come into their birth-right.—*The Teachers' Journal*, Calcutta, Sept. 1927.

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**THE DIRECTOR OF PUBLIC
INSTRUCTION OF BENGAL AT
MALDAH.***

PRESIDING over the Maldah District Teachers' Conference, Mr. E. F. Oaten, Director of Public Instruction, Bengal, said that he had accepted this invitation and visited Maldah to preside on this occasion, not only because his friend, Mr. Peddie, had asked him to come, but because he felt that teachers in non-Government schools required all the encouragement possible to help them during the present difficult transition period. It was a transition period in which they were transforming themselves from a loose uncoordinated body of individual units, disunited and disorganised, into that organised, disciplined profession which he hoped they would one day become. It was to the speaker patent that without a thoroughly organised and disciplined profession of teachers, it was impossible to raise the standard of education in this country. Everyone recognised the effect on the profession of medicine, for instance, of the disciplined organisation under which doctors work; the organisation of the profession of education was, however, yet in its infancy. He was aware that they had many grievances, but it was his intention to dwell more on their responsibilities and their duties rather than on their grievances. He desired to help them to realise that tremendous opportunities of educational advance did lie before them if they became a disciplined and organised profession.

ENGLISH TEACHERS.

Referring to the registration of English teachers he said that the matter as it stood in

* Speech delivered as President of the Maldah District Teachers' Conference, Second Session, held on the 6th Sept., 1927.

Calcutta represented a definite attempt to lay down a standard for the profession in regard to teachers of English. That standard might be too high or too low, but it had somewhat depressed him to find that in some quarters the very principle of a standard had been challenged. Surely no one could challenge the principle of a standard. The Calcutta University and the Department came to the conclusion that failures in English were too many, that clearly in many schools the teaching of English was inefficient, and obviously weak. It was clear that certain measures for remedying that situation were necessary. He had been dismayed to hear a chorus of protest against teachers of English being asked to prove in doubtful cases that they were fit to teach English. Teachers who possessed certain qualifications under the proposals were to be exempted from any test; others would be asked to prove to the University that they were capable of teaching English. The proposal had however been widely challenged. He requested the Association not to challenge the principle that at any given time it must be open to the controlling educational authority to say to the teachers: "It is for you to prove that you are able to do the work which you purport to do. Results are so poor that it is clear that a number of teachers is not qualified to do this work properly." In a large number of cases there would be no need to impose examination tests; but when one found nearly 50 per cent. failing in the Matriculation, it was essential for the University and the Department to take measures for improvement. The idea of insisting on some minimum qualification was a sound one which he hoped the teachers would not generally challenge or desire to reduce to a nullity by fixing the qualification too low.

PRACTICAL SUGGESTION WANTED.

He invited more suggestions from organised bodies of teachers but those suggestions should be practical and they should have regard to the realities of the situation. He believed that it was impossible to do anything comprehensively without increased sources of revenue. He realised that conditions in Maldah were not such at the moment as to make the suggestion welcome. But there were large areas in Bengal in which the situation was different and in which proposals for such taxation definitely for education and for education alone, would not be out of the question. He suggested that the Association should frame its policy in the matter in time for the next election and vote for the candidate who agreed to support their policy. He reminded them that at the end of the war the English nation after meeting thousands of millions of war expenditure willingly met taxation to raise the pay of their teachers.

EDUCATED UNEMPLOYMENT.

Mr. Oaten then read a report from the Philippine Islands Education Survey and reminded the teachers that the problem of educated unemployment was not confined to Bengal. It was found even in England, as well as in the Philippines and elsewhere. The problem in Bengal was somewhat special, but all possible remedies should be examined. One remedy was to make the schools most efficient, thus reducing the economic burden now borne by the parent, who found it now necessary to send all his sons to the University. In regard to these and other matters the teachers as an organised body could influence public opinion. Teachers, for instance, had, he understood, very definite views as an organised body on the question of a Secondary Board. If so, they should

place them before their member of the Legislative Council in each area and continually press him to take action. They must definitely tell their M. L. C.'s what their views were and work to translate them into action. As non-Government teachers they were in no way debarred from political action and if they had definite views in regard to education taxation or a secondary board they should tell their M. L. C.'s in and out of season.

PATRIOTISM SHOULD BE TAUGHT.

He drew their attention to the wider views of school objects and aims which now prevailed. The school, for instance, should be a place where patriotism is taught. The Shea Report had emphasised that point and insisted that the schools were places where everybody should be taught to be proud of his country and to look forward to the time when he may become a member of the defence force of this country thereby laying the foundation for self-government in the future.

That was one aspect in which school life had widened its ideal and another aspect was the cultural aspect. Music, Art and Science were entering the schools and they were coming to stay. It was also now recognised that the school had a duty to perform to other aspects of a boy than to his intellect, *viz.*, his health and physical growth. With that object in view the Department hoped to make physical instruction compulsory, only excepting those medically unfit. Compulsory medical inspection was also coming. He had recently asked several boys what exercise they took, the answer being "I walk." This state of things was going to end very soon.

He desired in conclusion to emphasise the fact that there was no movement in modern Bengal which was more potential of political and educational value than the teachers' movement. The speaker said that his visit was well-repaid if he had encouraged the teachers of Maldah even to some extent in their effort at self-help, self-improvement and professional uplift.—*The Teachers' Journal*, Calcutta, Sept. 1927.

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METHODS OF INSPECTION WITH SPECIAL REFERENCE TO THE SECONDARY SCHOOLS IN THE BOMBAY PRESIDENCY.*

By Mr. R. V. PARULEKAR, M.A., M. ED.,
Headmaster, Desai High School, Malvan.

IN Western India the British Government launched a scheme of popular education in the twenties of the last century, and before the end of that decade it was found necessary to institute a scheme of superintendence or inspection over the few Government schools that existed at the time. It is interesting to note that in England Inspectors of Schools were first appointed in about 1839; but in this Presidency they appeared on the scene a decade earlier. They were not then called "Inspectors," but "Superintendents;" for the former title now so familiar to every school child was not then current even in England except in non-educational fields of public administration. It is no wonder then that it was not introduced in this part of India at the time. An eminent English educationist speaks of the title "Inspector" as smacking too much of the watch-dog and he hazards a guess that it was originally chosen on the precedent of factory inspection. Till 1854-55 the Bombay Government never took into confidence private enterprise in education by extending monetary help and therefore this scheme of inspection was not extended to private schools. But in that year the great Educational Despatch was received in India and on its recommendation, the Department of Public Instruction, with the Director at its head and "Inspectors" as his subordinates, was established with the

* A paper read at the Third Session of the Bombay Presidency Headmasters and Secondary Teachers' Conference held at Poona in Nov. 1926.

explicit object of setting up a comprehensive scheme of all-sided public instruction, including in its sphere private efforts set up on the lines approved by Government and aided by it. In spite of this advice from the higher authorities, for about ten years more, *i.e.*, till 1864-65, the Bombay Government did not show signs of yielding to the pressure of admitting to its educational fold the few private institutions that were run on Government lines. In that year, however, the Educational Department struck a new line of activity and declared its willingness to extend a friendly hand to private enterprise. It may be said that the problem of inspection of schools assumed a serious aspect from that time. Till then the Inspectors did not bother themselves much about the financial aspect of their inspectorial investigation, for the obvious reason that the schools they had to inspect were all Government schools, whether primary or secondary, and the money spent in these schools was all Government money.

In 1865, the system of paying grant-in-aid to approved schools adopted by the Department was the system of "payment by results," introduced in England only a couple of years before. From that time onwards, for about forty years, the Inspectors and their Assistants were busy with minute and wholesale examinations of all scholars, in all subjects, in all the schools approved by Government for grant-in-aid. A money value for each scholar's attainments was rigidly fixed, and irrespective of all other considerations, the grant paid to a school was assessed on the results of annual examinations conducted personally by the Inspectors and their Assistants.

In England the system of "payment by results" was discontinued in 1895. But the Bombay Government took ten years more to

give up the system which in England was considered highly pernicious and uneducational. It was in 1903 that a detailed examination of students by the Inspectors was given up and the present method of inspection was adopted. A change was made in the system of the payment of grant-in-aid. For some years, the grant paid was proportionate to the annual expenditure; but the amount was "fixed" for a number of years. Later on, was introduced the present system of assessing grant for each year on the annual expenditure of a school.

I have given this account of the system of payment of grant-in-aid from 1865 to the present day, because I think the main purpose of the inspection of schools from that time onwards, has been to regulate the payment of grant-in-aid. The Inspectors of Schools now appear to be inclined to think that the worth of a school, so far as Government help is concerned, is to be judged by the amount of its "admitted" annual expenditure; and the schools (I am speaking of non-Government aided schools) are induced to think that the Inspector's visit is mainly meant as an occasion for something like "window-dressing," so that their wares may give utmost satisfaction to the inspecting officer and obtain from him the highest amount of grant that he could give under the 'Grant-in-Aid Code' rules. Apart from its financial aspect, I do not think that an Inspector's visit leaves behind much that could be remembered with gratitude by the schools concerned. The annual report of the Inspector, no doubt, records short though illuminating statements on the various activities and aspects of the school life; but those who know with intimacy the present method of inspection cannot fail to be of opinion that the inspecting officer, in

the stress and strain of his extra-inspectorial duties, is obliged to do the work of inspection in an atmosphere of hurry and travel-stained tiredness. Much of what he reports, therefore, cannot have the weight and sincerity of a thorough and first-hand knowledge of the conditions of the school concerned.

It is sad to know that in spite of the existence of the Department of Public Instruction for about three quarters of a century and in spite of the very wide expansion of its activity, there is no special departmental agency whose main work is to devote itself to educational reform. Few of the educational officers have time, patience and energy to read, to think, to collect and assimilate information and to spread it abroad with encouraging and sympathetic visits, conferences and other means of educational propaganda.

The Departmental reports have often complained of this side of its work. The quinquennial report for 1917-22 tells us:

"The fact is that the Director is so busily engaged in reporting to Government on various matters and in dealing with the direct administration of the Department, that he has little time to devote to educational problems and finds little or no time to visit educational institutions or to make himself conversant with local needs and conditions."

As to the Educational Inspectors, the same report complains:

"In spite of the creation of a new division, comprising Bombay and four neighbouring districts in 1920, the Educational Inspectors commonly complain that they have more work than they can adequately perform and that they have little or no time to devote to educational matters."

The succeeding report of 1922-23 tells the same tale of "intolerable burden" and "heavy work" of these high educational officers.

Our school education, both primary and secondary, is too barren of educational research and progress. No doubt by its watchful annual inspection, the Department has been able to do something to raise the tone of our schools. But what has been done mainly concerns with the "body" of the school; the "spirit" has remained unaffected. It is now high time for the State to look after this most vital aspect of school life, and the main purpose of this paper is to show how to do it, chiefly by the agency of its Inspectors.

But before I discuss the best methods of bringing about this reform in our educational administration, let me first describe briefly the accepted methods of inspection in some other countries, so far as secondary schools are concerned.

In England "the work of the Secondary Inspector is of two kinds, district and full inspection. District work deals with every side of local administration and educational policy which touches secondary schools. The full inspection is distinctive of the work of the Secondary Inspector. It takes place at intervals varying from four to six years. Due notice is always given and from two to eight Inspectors always attend. The inspection lasts from two to five days, never more. At the close there is a Conference between the Inspectors and the governing body of the school, to which the head teacher is always invited. The full inspection is thus an educational stock-taking, followed by recommendations for improvement, both of equipment and teaching."

"The group of Inspectors who conduct this inspection includes the Inspector for the district who is in charge of the report-writing, and some of them are specialists in particular lines called in for the purpose, who penetrate the school for a period of from two to five days, to emerge at the end with a mass of information on which to base a complete estimate of the school's condition in all its branches. In selecting the inspecting officers for this group inspection, the Chief Inspector for Secondary Schools can draw not only from the whole of the English secondary school inspectorate, but also upon the other inspection branches and from a number of specialists in particular subjects."—PETER SANDFORD: *Comparative Education*, pp. 192-93.

There is one interesting feature of this method of full inspection which shows the happy relations that exist in England between the Inspectors and schoolmasters. Teachers of secondary schools, if willing to co-operate with the Inspectors are placed on the list of "occasional inspectors" who are invited to assist the inspecting officers in these full inspections of secondary schools. They are thus given a valuable opportunity for co-operation, knowledge and experience.—DUNKERLEY AND KINGHAM: *The Assistant-Master*, p. 66.

In France there are fourteen general Inspectors who are concerned with the superintendence of secondary schools throughout France, each of them being a specialist and ex-teacher of one particular subject and inspecting only in that subject. These general Inspectors are, as it were, the eyes of the Minister of Education, freely ranging through the country. Their influence is great in stimulating teaching. An able teacher is

easily marked out for reward and a new method of proved utility circulated by their agency.

The administrative side of the Secondary Schools in France is left in the hands of "Academy" Inspector or Inspectors and their head, the Rector. The fourteen Inspectors, therefore, seem to be left free to devote themselves mainly to the work of stimulating teaching and circulating methods of proved utility—vide *Comparative Education*, pp. 291-92.

In Japan there is a central group of Inspectors for secondary schools directly responsible to the Minister of Education, as in France. Among other things, these all-Japan Inspectors, while on their inspecting tour "make a note of the various schemes inaugurated for the improvement of education and for the general diffusion of knowledge. For the administrative side of secondary education in each province or prefecture, there is one Chief Inspector who has also the power to inspect the secondary schools in his province — SYED ROSS MASOOD: *Japan and its Educational System*, pp. 192—207.

I have tried to give above some of the salient points in the methods of secondary school inspection followed in England, France and Japan. In all these countries the secondary schools seem to be subjected to two kinds of inspection: one on behalf of the central educational authority and another by district or local authority. The first kind of inspection has a special educational importance. The second kind seems to be more or less an administrative safeguard just to keep things from going below the general level. In Bombay the inspection of secondary schools as it is conducted to-day savours of the second

kind, there being no counterpart here of the first kind.

I have remarked that the first kind of inspection, i.e., the one by the Inspectors of the central educational authority, has a special educational importance. The Inspectors are not confined to one part of the country. They are more or less free from administrative work, and are, therefore, free to observe and encourage whatever is found to be best in the country's schools and spread the information throughout the country at the time of their visits.

In England "through the inspectorate, the Board of Education aims at maintaining for itself efficient sources of educational information and at securing efficient circulation of results, criticism and suggestions derived from continuously recorded observations on educational experiments and on the work of schools and teachers over wide areas."—*Assistant-Master*, pp. 27-28.

Among the many duties of the Inspectors of the Board of Education in England or H. M. Inspectors, as they are called, advice on administrative problems to the managers of schools and criticism and advice to teachers are prominently included. They are also reported to display a keen and friendly interest in new ideals and methods and aim at securing "full co-ordination of all endeavours in education."

We have already seen that in France the all-France Inspectors pick up and encourage new methods of proved utility and circulate them among the schools of the country. In Japan when the all-Japan Inspectors are on tour in the districts they make a note of the various schemes inaugurated for the improvement of education and spread their knowledge

abroad through the instructions issued by the Minister of Education.

The need for some sort of State control on the educational institutions of a nation is now universally acknowledged. If the State helps the schools from its purse, the State ought to know what sort of instruction the schools are giving to its future citizens. But the extent of the State control is always a subject of contention. In India the (Provincial) Government prescribes minute details of school activities including the curriculum to be followed in each standard of the school. Following the practice in the schools in England, it has, no doubt, given an option to recognised schools to follow a different curriculum with the previous sanction of the Department. But I doubt whether a single recognised school in the Presidency has troubled the Department by submitting for its sanction a different curriculum. The awful uniformity to which the schools in the Presidency are reduced is directly the result of the departmental traditions in the past and the want of confidence and initiative among the teaching profession as a whole. The Department has now shown its readiness to give up the stern rigidity of its requirements, but the teaching profession has not yet got over its tameness. The schools and its teachers have hitherto looked to the departmental officers (I mean the Inspectors) as the fountain-heads of knowledge and guidance; and unless these fountain-heads pour out in abundance the water of initiative and reform, there is little chance of our school education coming to its own. This may seem strange; but the facts must be faced as they are. I may take one point for illustration. If a variety in curriculum based on local needs and conditions is to be encouraged, let the Inspector pick out a

good school, spend a couple of days in investigating the local conditions and the capacity of the school staff. Let him then discuss the problem for a day or two with the headmaster and his staff, invite suggestions from them and draft a tentative curriculum for the use of the school. I am sure this sympathetic and encouraging procedure will stimulate the staff to do its utmost to make the reform a success. Next time when the Inspector visits the school, let him sympathetically survey the ground covered in the experiment and suggest alterations to make it more useful. A few schools thus sympathetically handled will supply the necessary leaven, and in a few years the Department will have sufficient varieties introduced in the too rigid uniformity of our curriculum. What is true of one kind of reform may be true of many other kinds. Under the present state of things, the Inspectors have no time and energy to take initiative and the schools have no courage or desire to depart from the well-trodden paths chalked by the Department and, therefore, sanctioned by its approval.

But this sort of co-operation means a complete change in the angle of vision with which the schools and the teachers are looked at to-day. Instead of confining his attention mainly to picking out the defects of the schools and keeping a tightening grip on the Government purse, let the Inspector come to the schools as a friend and guide "offering advice and putting at the disposal of the staff the fruits of experience which teachers, who work only on one spot cannot so easily garner," and a wonderful change for the better will come over our schools in a very short time.

But the best fruit cannot be gathered unless the other side, the teaching profession, is

made to awaken to its responsibilities. Compared to some other provinces of India the Bombay Presidency teachers are conspicuous by a remarkable lack of professional organisations. There are, no doubt, signs of awakening, and the future, however distant it be, is bound to be brighter. But through its inspecting agency the Educational Department ought to take the credit of hastening the progress. Let the Department assume its proper role of leading the profession in raising its tone until it is "fitted to discharge its task from motives of self-respect, without requiring the incentive of an inquisition." Towards this supreme object the endeavours of all educational officers of the State in other countries are conspicuously directed. But with the secondary teachers here the state of things is quite otherwise. The Government has not yet come forth to guide them in their onward march to progress. Conferences of teachers in primary schools under the guidance of the inspecting officers are reported to be permanent fixtures in their official duties. But Conferences of Secondary Teachers under the guidance of an Educational Inspector are not as yet a practicable feature of our educational politics. A teaching profession, well-organised and well-informed, is a very great asset to a nation and in the interest of its own education the administrators of education of any country ought to encourage such efforts by all the means at their command.

I have tried to show above the general principles of action which ought to be included in any scheme of inspection of secondary schools. The present is the most opportune time to effect useful changes in the methods of secondary school inspection of this Presidency. The control of the primary schools is being transferred to local authorities, and as a

consequence the Educational Inspectors are likely to be free from the multifarious duties that were hitherto attached to their posts. They can, therefore, in future do much which they were unable to achieve owing to want of time and of freedom from purely administrative work. In order to make the inspecting agency of Government a living source of inspiration and professional guidance to the teachers, the first and the foremost suggestion I would make is to relieve the Director, his immediate Assistants and the Divisional Inspectors, of the heavy burden of purely administrative work and to give them freedom to devote themselves to the work of educational reform. For the administrative part of the Department, if necessary, there should be a separate group of officers for each kind of work under the Director. One group of officers should mainly devote itself to the work of internal improvement of schools and their teaching by means of inspection visits, educational conferences and exhibitions, writing and distributing pamphlets, observation of educational experiments and other things of a similar nature; the other branch should be responsible for the administrative side of the departmental work. The solidarity and concentration of the present system will perhaps suffer to some extent in this proposed scheme. But the gain to the whole field of education will surely outweigh the loss, if any. Moreover such a bifurcation is likely to divest the inspecting officer of some of his absolute powers. And I am sure he would then be welcomed with greater respect, though not with greater awe, and his suggestions will be received with "weight attaching to his reputation and the good sense of his opinions."

At present there are about 160 high schools and 220 middle schools for boys (girls'

schools and European schools are excluded to avoid complex problems of inspection) recognised by the Educational Department in Bombay. These are under the jurisdiction of five divisional inspectors. Under the present arrangement, the Inspectors are expected to inspect only the full high schools, the middle schools being relegated to the care of their Assistants. Administratively this distinction may be necessary; but educationally it is not sound. In our scheme the Inspector's care and advice would be shared by both kinds of institutions.

The 380 schools divided into five groups give about 76 schools to each division. Instead of making it obligatory on the Inspector to visit each of these 76 schools which are scattered over a large territory, ill-provided with travelling facilities, he should be kept free to select each year a few, say 25, situated within a comparatively small area. At convenient centres in this area he should spend more time and invite the teachers of the surrounding places to meet in a conference. Educational topics should be discussed, local needs should be studied, methods analysed and model lessons given, both by the Inspector and the teachers. What is praiseworthy in the schools of the place should be held up for the guidance of others. This will stimulate the exertion of teachers, and I am sure when the next turn of inspection of schools in that locality comes, say after three or four years, the schools will have more to show. Next year the scene of the Inspector's activity should be shifted to another area, so that every three or four years each school, whether a high school or a middle school, should be subjected to a thorough inspection and educational inspiration. I am sure an interest in educational topics will thus be created in the

teaching profession in the division and much solid good will result. As matters stand to-day, the Inspector's visit becomes a matter of the past as soon as the Inspector leaves the school. Personal contact and influence are utterly absent. The Inspector has scarcely any time to exchange a word with the assistant-masters and little time to discuss matters with the headmaster. In the plan suggested these things will have ample scope. If more time is available, more schools may be taken in the group or more than one group formed every year.

Another modification of the plan is to locate the selected areas in different parts of the division so that during the year the Inspector may have an opportunity to visit the whole of the division and pay flying visits en route to investigate into urgent cases of negligence or inefficiency. But in any of these two plans the ambition of inspecting each school each year should be given up for good. Let me make it clear here that I do hold that annual visits have their use. I would even recommend more than one visit a year to each school, if the visits were sufficiently long to be of real benefit to the school and its teachers.

A word about the work of the Inspectors of Drawing and Science—two of the special Inspectors in this Presidency—will not be out of place. At present their ambition or rather their duty seems to be to visit every school once in two years. As to the lasting effect of the visits of even these inspecting officers, I can only repeat what I have said about those of the Divisional Inspectors. To make their visits more effective, they should adopt the same procedure as is suggested for the Divisional Inspectors. They should spend three or four days in a school in some central

place and hold discussion classes, model lessons, etc., for the benefit of the drawing or science-masters of the surrounding schools. It does not matter much whether three or four years (instead of two) intervene between the actual visits to each school in the Presidency. In the following paragraphs I have suggested another plan or method for a general inspection of secondary schools. These Special Inspectors will find ample scope for co-operating with other Inspectors in the inspection of schools.

In advocating the above scheme I have tried to keep intact the present arrangement of distribution and jurisdiction of the Divisional Inspectors. But a more beneficial plan could also be recommended if the Department be prepared to introduce more drastic changes in the system of inspection. In the above-mentioned scheme I have taken for granted that one Inspector and one only is to be responsible for the inspection of secondary schools in one division. I shall now suggest an alternative scheme which will introduce into the inspection system, the English plan of full-dress inspection by a group of Inspectors. For the adoption of this scheme it is necessary to pool all Inspectors (both divisional and those for special subjects) into one asset, oratorate meant for the benefit of the whole of the Presidency for a part of the year.

A Divisional Inspector will have jurisdiction over his division, but he should go to help in the full inspection of a school to any part of the Presidency along with the Inspectors for special subjects. Moreover, the Divisional Inspector will be mainly responsible for the full inspection of schools chosen from his division. Other Inspectors will help him as experts. The schools chosen for full inspection should be made centres of pedagogical

activities and discussions as suggested in the method of inspection mentioned above. For whatever the method, this function of inspection should never be subordinated to any other function. It is through these channels that the knowledge garnered by the Inspectors ranging freely throughout the Presidency is to be distributed among teachers in other areas. Give up this function and you divest inspection of its vital power of promoting educational reform, no matter whether it be of the sort at present followed or of the sort suggested in the abovementioned plans.

The English plan of full inspection by a number of experts has much to recommend itself to our consideration. A single-handed inspection has its own defects. "A person in such a position can obtain no second opinion when he is in doubt or difficulty; in school inspection, which cannot be carried out according to any rigid rules, the value of a second or third opinion is very great indeed. If the single-handed man is of the self-confident type, he may condemn teaching which is not really bad, and force on wiser people methods which are not really sound. If he is diffident or easy-going, he may tolerate teaching and methods which he ought to condemn. Any Inspector may, of course, err in either of these ways, but, if he belongs to an organised body, his action will be checked by those of his colleagues."—A. W. NEWTON: *English Elementary School*, p. 257.

"The best of men are liable to partiality, and the uncertainty attaching to a personal view tends to vitiate a decision which, of necessity, is based upon a slender acquaintance with the victim."—FINDLAY: *Foundations of Education*, Vol. I, p. 209.

In these schemes, inspections cannot necessarily be annual as they are to-day. In fact

in setting down rules for frequency of inspection "the only safe rule is to do without rules, and to arrange inspections when and where they seem, on the merits of each case, to be needed. At any rate—as an incentive and guide—this inspection at fixed intervals seems to have little in its favour; it may result in vain repetition here or be insufficiently frequent there.—WYATT: *Methods of Inspection in England*, pp. 104 5.

If this then be the line of action to be adopted, some administrative difficulties are bound to arise. In the case of all recognised schools, the Department wants to know through its annual inspections that every school so-recognised is observing the rules of internal discipline as regards admissions of students, their promotions, fee rates and free-studentships, etc. Again in the case of schools receiving departmental grants the accounts must be scrutinised for fixing the amounts to be paid.

Let me take the first necessity, that of securing observance of departmental rules. It must be admitted that a number of secondary schools in this Presidency have much to add to make them worthy of trust in the eyes of the Department. Insufficiency of State-help and want of professional pride and of a sense of responsibility on the part of teachers and managers are the root causes of this distrust. If a better state of things is desirable, it cannot be secured by a restrictive vigilance by the inspecting officers. At the most, fear of detection may restrain some; but some will face detection rather than extinction. Give the schools more help, help them to have better teachers, raise their professional training and pride, and you will find that the departmental rules are observed as a matter of course and with willingness.

As long as this is not done, not even an army of inspecting officers will bring about radical improvement in these matters. But there is another aspect of this situation. There are schools and schools. If some schools require an annual scrutiny to keep them in the line, there are some which have secured sufficient status to get an exemption from the scrutiny for more than a year. After all, it is a question of mutual trust. Trust begets trust. If this principle is taken to heart both by the schools and the inspecting officers, I am sure the necessity of an annual visit for such a scrutiny could be waived in the case of some schools, and their number will be always on the increase. If some schools require annual scrutiny, arrangements may be made through subordinate officers.

Regarding the necessity of the annual financial scrutiny, it must be admitted that as a guardian of the public purse the Department of Education ought to have an annual scrutiny of expenditure before the grant is assessed. But this need not be done in all cases by personal visits of Inspectors. The discriminating policy advocated above may very well be resorted to in this connection. Very few schools show a sudden rise in their expenditure from year to year. A certain percentage of rise in the annual grant if justified by the accounts supplied may very well be allowed without an actual inspection of accounts on the spot. Any unaccountable expenditure may be scrutinised by the subordinate inspecting officer. It is not necessary to do so. The particular school is to be visited in its next turn for thorough inspection. Moreover, when easily checked whether in the period the accounts were presented, it can be the intervening order and accu-

In discussing the difficulty presented in connection with the annual assessment of grant to schools if the annual inspection is abolished, I may point out that a great deal of trouble over settling items of expenditure, small and big, could be avoided if the system of grant-in-aid obtaining in England be adopted. The regulations of grant-in-aid of the Board of Education in England do not fix the annual grant on the approved expenditure of a school. It is a *per capita* grant and is assessed on the number of students attending the school and receiving instruction of an approved quality. Before paying the grant claimed, the Board of Education must be satisfied through its Inspectors that the school is being satisfactorily conducted in accordance with the regulations. The advantages of this system are worth considering.

I have not hitherto referred to one of the inspecting officers who is given the title of "Deputy Inspector of Visual Instruction." This officer is called "Inspector" because he has to see that all is well with about 100 magic lanterns which the Educational Department owns and which are being used by the Government secondary schools and by the Deputy Educational Inspectors and their Assistants throughout the Presidency.

The importance of Visual Instruction brought to the notice of the Department by a Division like nature is now universally over based and I thank the Department of the Visual Instruction for taking up the work so the Presidency along with what it is done special subject like half-hearted enthusiasm. Inspector will be and that the Educational full inspection of and throw itself earnestly into division. Other I adding the means of Visual experts. The school the secondary schools by tion show

liberally helping the non-Government schools with special aid for Visual Instruction equipment. Visual Instruction is only recommended, and the secondary schools are left to their good sense to supply it.

Moreover there is an important side of this Visual Instruction. It could be used as a powerful source of adult education. Under the guidance of the Inspector of Visual Instruction, a net-work of centres of adult instruction could easily be established, if only wider scope is given to the function of this solitary officer who has, as some of us know, thrown himself entirely into the work over which he presides. It is a work of a specialist and it must be helped with special funds if it is to be of real benefit not only to the schools but to the adult population as well.

It is rumoured that the Department of Public Instruction is thinking of re-organising its Secondary School Inspectorate in the near future. As a school-master in a private school, I have tried to give above some estimate of the good that results from the present method of inspection. I hope the Educational Department will, in the new order of things, try to help the schools and the cause of secondary education by making its inspection a living source of inspiration and guidance on the lines suggested above.—*The Progress of Education*, Poona City, Sept. 1927.

Reviews NOTE TO THE SENATE OF THE MADRAS UNIVERSITY

Prepared by Mr. S. RAJAGOPALA CHARIAR,
Secretary to the Council of Indian Education, Madras, for submission to the Senate Meeting to be held on the 26th of October, 1927, through the Fellows of the Madras University.

1. The principles of (1) self-consciousness, (2) self-determination, (3) Lord Ripon's "decentralisation of powers," (4) Mr. Montagu's "devolution of powers to local bodies with a view to progressive realisation of self-governing institutions," (5) Mr. Das's "Rural Reconstruction work," (5) Dr. Bhasani's "Conventions" are applicable not only to politics but to every branch of human activity.

2. I have stated the few principles above-mentioned which I hear every hour rending the air. Many more will be enunciated by politicians, statesmen, educationists—principally scientists and economists—industrialists and commercialists.

3. Starting with these suppositions and applying the same to educational work and pre-eminently to the work of the University, it is humbly suggested that the present University activities should be shifted at an early date and as a first step to the following four centres which are capable of being made University centres, *viz.*, (1) Chidambaram, (2) Trichinopoly, (3) Madura, (4) Tinnevely, while Madras will remain to continue the work of the "ten mile radius University."

4. For the efficient working of any organisation we must have (1) learned or professional bodies to control studies, (2) organised bodies to find funds—contributions, donations and endowments, and (3) another body consisting mainly of the Chairmen or the Presidents of the various organised bodies to be in communication with the Government for obtaining necessary grants. This body should necessarily be autonomous. If this separation of work had been undertaken several decades

ago, the educational activities of the country would have conduced to life, honour and prosperity of the country and along agricultural, commercial, industrial, engineering and indigenous cultural expansion. There is no use crying over spilt milk. The creation of these bodies, or several committees under the University—Secondary Education Boards, District Education Councils—was left to be settled by Montagu's Reforms.

5. It is all very well to bring into existence "working bodies," but it requires eternal vigilance on the part of the public to see from time to time how these bodies are actually working. The Vice-Chancellor of the University might take courage in both hands and initiate policies. Failing, the Minister of Education should do so. Whether any such bold step has been undertaken during the last six years of Justice Ministry or during the last ten months of the present Independent Ministry, it is not for me to pronounce an opinion on. The miscalled "white" benign Government could have done several of these things without bringing into existence costly machinery. They left it to the Ministers, who are more "wooden" in the phraseology of Montagu than their predecessors in office.

6. "Initiatives" should be placed before the public. The characteristics for the successful attainment of "initiatives" are the following:—(1) clearness of expression, (2) patience, (3) perseverance, (4) politeness, (5) capacity to overcome difficulties, (6) faith on the part of the workers. The "initiatives" may be placed before the public by any ordinary person but support must come from the public. There is at present no lack of "initiatives." The weekly *Wednesday Supplement* of the *Hindu* contains food for reflection; it is the must be grit on the part of the people to take advantage of the same.

7. We have at present (a) Academic Councils which are professional bodies in (b) a Syndicate,*

* *Sins of the Syndicate*, p. 12. *Hindu Supplement*, September 28, 1927.

which instead of consisting of an elected body of the Chairmen of the several Academic Councils, is elected otherwise; (c) there is a third body, a Senate more or less a conglomerous body *ad hoc* 200 and more. Perhaps it is intended to settle differences and co-ordinate the activities of the "several Academic bodies." Co-ordination could be done by a smaller body consisting of the Chairmen of several working bodies.

8. With a view (1) to bring educational institutions in touch with the life of the nation, that is to make every child, adult and even old men efficient economic units; (2) to make the University promote indigenous culture, national habits, national home-life, physical development, national banking, and lastly national industry, it is necessary to change the character of the University. It is not intended to perpetuate the imperfections of the pre-University system.

9. It is intended to bring into the country the latest development in science such as Broadcasting, Civil Aviation, Television, Finance problems.

To

THE EDITOR,

"EDUCATIONAL REVIEW."

SIR,

I withdraw my remarks in my article, "Indian Rural Library Movement" etc., in the August number of your magazine, concerning Mr. P. V. K. As he feels offended at some of my expressions about him, I beg to apologise to him for having unintentionally hurt him.

269, Pycroft's Road,
Royapettah, Madras,
11th Oct. 1927.

N. G. RANGA.

PRIZES OFFERED FOR ESSAYS ON RURAL RECONSTRUCTION

In connection with the Rural Service Exhibition held in Madras about the end of August, the Trustees administering the Rural Reconstruction Fund instituted by the Hon. Mr. A. Rangabatha Mudaliar have decided to offer two prizes of Rs. 50 each for the best paper in the English language on the following topics:—

- I. How a teacher can most constructively assist the Rural Reconstruction Movement in South India?
- II. How an educated Indian citizen can by voluntary effort most constructively assist the Rural Reconstruction Movement in South India?

The merits of the papers will be judged by a Committee consisting of—

1. Rao Bahadur N. Gopalaswamy Iyengar, B.A., Registrar-General of Village Panchayats, Madras.
2. Mr. K. T. Paul, of the Y. M. C. A.
3. Mr. V. Venkatasubbiah, B.A., of the Servants of India, Royapettah, Madras.

On the recommendation of this Committee, the final decision will be made by the Trustees.

Competition is open to any one of either sex in the Madras Presidency, Mysore, Travancore and Cochin. A competitor may attempt both subjects if he chooses to do so.

Papers should not exceed 4000 words and should be submitted by the 15th November 1927 to Mr. V. Venkatasubbiah by registered post.

Reviews and Notices.

THE MATRICULATION SHAKESPEARE—MERCHANT OF VENICE—EDITED BY S. E. GOGGIN, M.A. (LONDON: W. B. OLIVE, UNIVERSITY TUTORIAL PRESS, LTD.) Pp. xx + 118. Price 1s. 6d.

Though there are numerous editions of this play, we welcome this addition. The Introduction and Notes are full and at the same time simple. There is a useful little description of the purpose of each scene prefixed to the Notes.

MACAULAY'S ESSAY ON MILTON, EDITED BY A. S. COLLINS. (UNIVERSITY TUTORIAL PRESS, LTD.) Pp. xvi + 78. Price 2s.

This is also a welcome edition of Macaulay's essay which is so full of literary allusions. The Introduction and Notes are valuable and brief.

ENGLISH LITERATURE SERIES. (MACMILLAN & CO., LTD.):—

1. THE SCHOOL FOR SCANDAL, BY R. B. SHERIDAN, EDITED BY ROBERT HERRING. Pp. xv + 134. Price 1s. 9d.
2. FROUDE'S HISTORY OF ENGLAND, CHAPTER I, EDITED BY E. H. BLAKENBY. Pp. xvi + 92. Price 1s. 6d.
3. LONGER NARRATIVE POEMS (NINETEENTH CENTURY), SECOND SERIES, EDITED BY G. G. LOANE, M.A. Pp. x + 128. Price 1s. 9d.

These little books are very attractive in appearance and are calculated to be of the greatest educational value. Sheridan's play is presented with six illustrations by E. J. Sullivan. Froude's first chapter gives the life of the sixteenth century, as Macaulay has given a picture of the later seventeenth or early eighteenth century. The longer narrative poems will serve to popularise the poetical form among youthful readers, most of whom are not generally attracted to poetry except by concrete and well-drawn-out stories.

RED OLEANDERS—A DRAMA IN ONE ACT—BY RABINDRANATH TAGORE (INDIAN EDITION). (MACMILLAN & CO, LTD) Pp. 181. Price Re. 1-4.

This is a cheap reprint of the play originally published in 1925. The play has the usual Tagorean qualities and attractions. It combines the earthly with the unearthly. There are always telling expressions and figures employed and they provoke and arrest serious thought. Nandini is the heroine of the drama and she perhaps symbolises the sense of beauty. The king and his governors are a tyrannical set who employ remorselessly a large number of labourers to dig up nuggets of gold from the bowels of the earth. Much persecution is launched when there is rebellion against the authority of the governors. But at last, the king himself is converted by Nandini to join the rebels and demolish the existing order of things. There is persistent allegory, vague and unintelligible often, but attractive even for that reason, as readers can exercise their own imagination in applying the allegory to what they see around them.

BROKEN TIES AND OTHER STORIES, BY RABINDRANATH TAGORE (INDIAN EDITION). (MACMILLAN & CO., LTD.) Pp. 229. Price Re. 1-8.

These stories, though showing the Tagorean characteristics, are rather inferior to the author's earlier stories. 'Broken Ties' is a queer story which seems to mark the struggle between asceticism and a full life which comes to one who is in quest of truth. Other stories speak of tragic rifts in marital love. 'The Editor' is brought back from worthless distractions, to love his daughter whom he has neglected. 'Emancipation' like the 'Victory,' an early story of Tagore, shows the daring extent to which a woman's love can go. Tagore's stories are essentially tragic and have usually a weird charm.

THE SHOE-MAKER'S HOLIDAY—A COMEDY—BY
THOMAS DEKKER, EDITED BY W. J. HALLIDAY.
(MACMILLAN & CO., LTD.) Pp. xxxiv + 128.
Price 2s. 6d.

Students of the Elizabethan drama will be grateful to have this valuable edition of Dekker's best drama, which throws such intimate light on the period of his life. Dekker's is a striking and queer genius, the satiric power of which is so well illustrated in his "Gull's Hornbook."

CHARLES LAMB'S ESSAYS OF ELIA, FIRST SERIES,
EDITED BY E. S. OLSZEWSKA. (UNIVERSITY
TUTORIAL PRESS, LTD.) Pp. xv + 260. Price
3s. 6d.

There is no doubt that there is necessity for this selection of the Elia essays, provided with Introduction and Notes. Twenty-eight essays are included, in which occur the favourite ones, Christ's Hospital, Mrs. Battle's opinions on Whist, Dream-Children and A Dissertation on Roast-Pig. Lamb's allusive writing makes the provision of 'Notes' very necessary.

A VARSITY CAREER, BY B. DENNIS JONES, PRE-
CENTOR OF TRINITY COLLEGE, CAMBRIDGE.
(HEFFER & SONS, LTD.) Pp. x + 89. Price
3s. 6d. net.

This book seeks to offer advice to parents and students, in evaluating a University education as an equipment for life. It describes University life at Oxford and Cambridge in some detail, and much useful information may be gathered by those who intend going up to them. It is difficult to write a book on "A Varsity Career," and the author might have been deeper in his treatment of the subject than he is. Yet it may prove informing.

[We have noted a few errors which may have been avoided:

Page 22, Line 24. "the most progressive of the two"

" 44, " 23 "His first care are his rooms."
" 71, " 19 "wile" misprint for "while."]

A HIGHER ENGLISH GRAMMAR, BY L. TIPPING.
(MACMILLAN & CO., LTD.) Pp. 368. Price 3s. 6d.

It is rather amusing to be looking into books on grammar at this time of the world. No one learns

the language by mastering grammar. Yet teachers will need authoritative books of grammar to refer to, when teaching their pupils. The present book is calculated to be very useful for schools and colleges, especially as the author mentions his indebtedness to Fowler's 'The King's English' and 'Dictionary of Modern Usage'.

The author writes on page 66 about the use of 'a' and 'an.' "a is used before a word beginning with a long u, or any combination of vowels having the sound of long u (a University, a European, a ewe); but when the u is short we use an (an umbrella, an upstart, an urn)." The explanation here is wrong. The difference is not between the long and short u. In the first instance, the sound is really consonantal, "University" would be 'ju:nivɛsiti' in phonetic script, the initial sound being the palatal consonantal sound 'j.'

The book is of course full of useful bits. For instance, the author recognises the use of the Past Tense for polite, modest or deprecatory purposes. "Could you tell me the time?"

THE JOURNAL OF THE MADRAS GEOGRAPHICAL
ASSOCIATION. VOL. II. ISSUE NO. 1. GOPALA-
PURAM, ROYAPETTAH, MADRAS.

With this issue the Journal enters on the second year of its existence. The four numbers of the volume of the first year focussed thought on the geographical conditions of the Madras region, including a regional survey and the geographical evolution of Madras and its environs as well as an account of its flora. The present number contains an account of the Birds of South India, their distribution and habits which is profusely illustrated—being the substance of a lecture delivered by Prof. C. Lakshminarayana of the Madras Christian College, illustrated with lantern-slides. An appendix gives a tabular statement of the English, Latin, Sanskrit, Hindustani and the South Indian vernacular names of the chief birds, most of which are illustrated in the issue.

The number contains also the first part of a syllabus for a Boys' School in an urban centre, going on from the fourth class up to the sixth form—this part dealing with the work of the fourth class. Mr. N. Subrahmanyam continues his account of Rural Geography, illustrating the influence of the Calendar on the activities of the village; and Miss Birdseye describes the Geography Summer School (1926) at Chittoor. The number concludes with the usual news and notes and the syllabus prescribed for the Madras University Intermediate Geography Course.

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Meredith: by Priestley (E. M. L. Series).

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" Thread of gold.

" From a college window.

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Paul: Stray leaves.

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MADRAS UNIVERSITY LIBRARY: The number of readers and the number of books issued during the month of September 1927 were 4955 and 6369 respectively. The corresponding figures for the last year were 3145 and 4447.

EGMORE, } S. R. BANGANATHAN,
 31st Sept. '27. } Librarian.

LIST OF RECENT ADDITIONS TO THE CONNEMARA PUBLIC LIBRARY.

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 Bower, F. O.: The Ferns, Vol. II.
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 Carey, W.: Missionary Pioneer and Statesman.
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 Coleman: Ice Ages, Recent and Ancient.
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 Pitt, F.: Animal Mind.
 Pycraft, W. P.: Camouflage in Nature.
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 Sidney and Webb, B.: English and Local Government.
 Stopes, M. C.: The Human Body.
 Subject Index of the London Library, Latest.
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 Tambyah, T. I.: Psalms of a Saiva Saint.
 " Foregleams of God.
 Toynebe, A. J.: Turkey. (Modern World Series).
 Villari, L.: The Awakening of Italy.
 Wall: A History of Three Colour Photography.
 Whitehead, A. N.: Religion in the Making.
 Wilson, V. S. F.: The Largest Ships of the World.
 Wilson, E. B.: The Cell in Development and Heredity.
 Wisler: Man and Culture.
 Yeats, W. B.: Early Poems and Stories.

M. D. RAGHAVAN,
 for Principal Librarian,
 Connemara Public Library.

The Educational Review.

We are very sorry that the administration of the Aligarh Muslim University should have drifted into such a plight as to need a Commission of Enquiry into it. Her Highness the Begum of Bhopal, the Chancellor of the University, has appointed a Commission of Enquiry and it is well-known that it is at the instance of the Government of India that she has done it. The Commission is to be presided over by a very well-known publicist of Bombay, the Hon'ble Sir Ibrahim Rahimtoola, K.C.S.I., C.I.E., who is to be assisted by two colleagues, Sir Philip Hartog, ex-member of the Calcutta University Commission and ex-Vice-Chancellor of the University of Dacca, and at present, member, Public Service Commission, and Sir George Anderson, the Director of Public Instruction in the Punjab. The composition of the Committee raises the hope that the enquiry will be satisfactory and that the educational issues involved will be studied with care and ability. We are afraid, however, that the terms of reference are too vast to be dealt with by a Committee of this kind during the short period during which we understand it is to work. The following is to be the field of investigation:—

(1) To examine the present system of the administration of the University and its associated institutions; namely, the Aligarh Muslim University Intermediate College, the Aligarh Muslim University School and the Aligarh Muslim University City School; (2) to examine

the existing constitution of the University (Act, Statutes, Ordinances and Regulations) and University Bodies, and to suggest necessary changes; (3) to examine and report on the financial system and position of the University; (4) to examine and report on the working of the system under which the Intermediate classes have been separated from the University; (5) to examine the qualifications and services demanded of officers, teachers and clerical establishment and their efficiency; (6) to examine the standard and conduct of examinations; (7) to examine the general conditions of discipline, health, residence and buildings; (8) to examine how far the University has succeeded in creating a proper academic atmosphere within itself and its associated institutions; and to make recommendations.

The Aligarh Muslim University has unfortunately been torn by internal dissensions among its own officers and workers during the last many years and we hope steps will now be taken to ensure harmonious working in the institution in the future.

We must express our cordial sympathy with the many grievances under which the Teachers in the Madras Corporation, teachers of Elementary Schools in the Madras Corporation seem to labour, owing largely to the severity of administration on the part of the present Commissioner. Grievances relating to the administration in many of the departments have often been ventilated in the press and also in the Corporation itself. But the elementary teachers are such a docile and helpless lot that nobody has apparently been found yet to champion their cause. The conditions of service seem

to be getting from bad to worse and we understand the teachers are asked to go to the school in the morning at 6 and remain there practically all day, attending to the private studies of the students till 8-30, returning at 9-30 and looking after the mid-day meal of the students during the lunch interval and taking them to the various Corporation playgrounds in the evening. To make matters more provoking, they have had to work during the Dusserah holidays, while it is becoming a common feature to require their assistance on Saturdays and Sundays. It seems as injurious to the efficiency of educational conditions as it is uncomfortable to the convenience of the teachers concerned, that such a state of affairs should exist in the metropolis of this Presidency. Not having heard the other side of the case, we have no wish to prejudge the matter, but we trust that these grievances will receive the attention of the numerous members of the Corporation who are supposed to safeguard public interests in that civic body.

There is apparently a strange fatality hanging over the scheme of the University Library in Madras. The foundations were laid

long, long ago on the occasion of the visit to Madras of Lord Hardinge, who was then the Viceroy of India, and it is surprising that for some reason or other, the building operations should not have commenced even up-to-date, though several lakhs of rupees have been avail-

able for the purpose. We had occasion to complain some time last year of the plans which had been sanctioned for the building, as calculated neither to add to the architectural beauty of the surroundings, nor to suit the special requirements of an institution of the kind. It is now proposed, we understand, to think of altering the very site itself and building the library in the interior of the city near the Victoria Technical Institute on the Pantheon Road! Madras has suffered enough already by the absence of a unitary residential University, where all academic activities may be concentrated with great effect in a limited area. But we confess this scheme of building the University Library miles away from the rest of the University area apart from the University buildings quite staggers us and seems a remarkably backward step. The ambition of the authorities of the University should obviously be to work up to the ideal of a residential University which may concentrate all available academic resources on the effective progress of the students, and the ideal is likely to be put off if this scheme materialises. We hope better counsels will prevail and the Syndicate will insist on sticking to the present scheme of building the University Library near the Senate House, even at the risk of some additional expenditure involved on stronger foundations which may be necessary.

We regret very much to record the death of the Reverend Father Quinn, who was for years a well-known

The late Rev. Father Quinn.

Professor of English at the St. Joseph's College, Trichinopoly, and later on at the Loyola College, Madras. Father Quinn was a very quiet and unostentatious scholar who believed in doing his duty with great devotion and earnestness. A whole generation of students have sat at the feet of Father Quinn and can testify to his ability and earnestness as a teacher of the subject of which he was so fond. We have no doubt that his name will be remembered with pride and affection by a large circle of admirers in the Presidency of Madras as that of one of the most devoted band of Catholic workers who have done so much for the educational advancement of Southern India.

We invite the attention of our readers to the following appeal

An Appeal. which has been made by a French lady who has

taken the trouble of coming to India with a view to compiling a book on the country relying entirely on Indian sources. Mrs. Anna Sloane is now in Pondicherry and will be glad to put herself in communication with all Indian scholars who might be prepared to help her in this admirable venture. The atmosphere is now so thick with legitimate dissent against some of the pernicious influences of Miss Mayo's book with the misnomer of 'Mother India,' that one ought to welcome any presentation of Indian life and civilization from the standpoint of Indian scholars who are obviously expected to know India much better than the American lady who was

not ashamed to malign the people of this country after a brief stay of five months. This is the appeal—

TO THE PEOPLE OF INDIA :

You are cordially invited to contribute to the "Book on India, by Indians" which I have come to this country to compile, and I would like to hear from people of every race, caste, community and religion on any subject with which he is familiar pertaining to life in India, but I am particularly interested in the following topics :

Social conditions :—Caste systems and practices; customs and observances; child marriage; girl widows; dedication of baby girls to temples; polygamy; social vices; standards of living; physical, mental and moral stamina of the people; business efficiency; training of children; children's plays and games; family festivals; betrothal and marriage customs and ceremonies; social freedom under British rule.

Religion :—Beliefs and practices of various religions; worship of persons; devil worship; gods and goddesses; religious festivals and processions; temples and mosques; priests and mullahs; temple girls and religious immorality; burial and cremating customs and ceremonies; necromancy at burning ghats; tantra practices; magic; miracle workers; fakirs; sacred orders; gurus; samaj's and their work; foreign missionaries and their work; pilgrimages; religious freedom under British rule.

Education :—Primary, secondary and college education; illiteracy; teaching personnel; expenditure; improvements since the 1919 reform.

Health and Sanitation :—Medical profession and practices; medicine and drugs; hospital facilities; general health conditions; hospital cases; epidemics; sanitation of cities and markets; food-stuffs adulteration; improvements since the 1919 reform became operative.

Crime:—Legal profession and practices: court proceedings; court cases; criminal tribes.

Economics:—Wealth and poverty; natural resources; business practices and efficiency; economic systems; industry; trade and transportation; cause of poverty and labour conditions.

Politics:—Political aspirations of the people; community differences; working of the 1919 constitution.

In writing to me, kindly give full descriptions of incidents which may illustrate the point you may wish to make, and kindly send photographs for illustrations. I want to assure you that I am perfectly impartial, with no pre-conceived prejudices, and I am free and unattached to carry on my work according to my own judgment. The book will be published in America, my native country.

Thanking you in advance for early communications.

I am, very sincerely yours,

Mrs. ANNA R. SLOANE, B.A., M.A.,
17, Rue St. Louis,

Pondicherry,

(French India.)

Besides the Biennial Conference of the World Federation of Educational Associations held at the beginning of last month in Toronto, there have been other international educational gatherings of special interest to the profession. At Locarno, there was held from 5th to 15th of August, the new Educational Fellowship Conference composed of progressive educationists from all parts of the world. 1100 delegates from fifty-one different countries including India, China and Japan gathered under the presidency of

the Director of the National Board of Education at Geneva. It will interest our readers to know that India was represented by such an eminent educationist as Sir Jagadish Chandra Bose. There were also other Indians present at the Conference—Mr. K. Mathan of Mysore, Mr. Iqbal of Hyderabad, Mr. K. S. Vakil of Ahmedabad and Miss K. Bose, Principal of the Modern High School, Delhi. There were study circles formed at the Conference for various groups of subjects which attracted educationists all over the world to-day. In the absence of a full report of the Conference, we can only reproduce the list of subjects which were discussed at the Conference as it may be of use to organisers of similar study circles for pedagogical subjects in this country:—(1) The new psychology in education: (a) the problem of the child, (b) the psychological freeing of the teacher, (c) mental hygiene, and (d) intelligent tests; (2) Individual methods: (a) education of children under 12, and (b) education of children over 12; (3) Experimental schools; (4) Co-education and sex-education; (5) The new teaching of history; (6) New ways in the art of teaching; (7) Local geology; and (8) General. It is interesting to know that the main thesis of the Conference was freedom in education.

While it cannot be said that the address of Dewan Bahadur K. Ramunni Menon at the last Convocation of the Madras University was anything

The Madras
Convocation.

very brilliant and suggestive, it must be conceded that it contained a lot of useful matter worthy of the special attention of those interested in the future progress of the University of Madras. It is not surprising that Mr. Ramunni Menon put in a strong plea for attention to English, though a Professor of Science himself, because its usefulness is as great in the study of science as it is in arts subjects in this country in the present circumstances. He pleaded also effectively for increased facilities for research at the University, while giving credit for work which had been done already in connection with the departments of Indian History and Indian Economics. We agree heartily with him in the observation that mere laboratories and libraries will not foster the spirit of research and that far more important than these, will be men of the right type. "If the University is to build up a sound reputation for high class work," he said, "it cannot be too careful in the selection of its *personnel*. There will always be people prepared, nay anxious, to take up research posts as stop-gaps or as remunerative jobs rather than as opportunities for work. Not that they love Cæsar less, but that they love Rome more. People who are genuinely imbued with a passion for enquiry are not many in any generation. Leisure, opportunity, fair comfort, and freedom from the ordinary worries of life are all that they will need and ask for. They will sacrifice much to get opportunities for work, and will remain attached to their own Universities in spite of more alluring prospects of

advancement offered elsewhere. It is such men who have built up the traditions of European Universities as centres of learning and culture. It is only by selection of the right kind of men that our University can ever hope to justify the new and expensive experiment which it has undertaken." We are afraid that the University of Madras is particularly lacking in this desideratum at present, as it has not been able to shake off the bad traditions under which it laboured in the earlier years of oppression from Government authorities on one side and the prejudice of Missionary workers on the other. A band of Indian educationists of eminence has yet to come into existence in the Southern Presidency and unless efforts are made to ensure the presence of a handful of such scholars in the Councils of the University, we are afraid it has not got a bright future before it. Mr. Ramunni Menon discharged a useful piece of service by appealing for attention to the social evils which are eating into the vitals of our national life though he was in the happy position of congratulating the University of Madras on the large number of women graduates it had produced. It is refreshing to know that 500 ladies have taken degrees at the University of Madras up to the present day and 40 per cent. of them have also been trained as teachers. This is a record of which the University may be proud though there could never be too much of education and enlightenment among the women of this country.

Among the recommendations made by the Calcutta University Commission was the suggestion that there should be in the Province of Bengal a special Board in charge of girls' education. If we are not mistaken, the suggestion has been repeated with regard to other Provinces by Women's Associations of various kinds. We are glad to see that Mr. E. F. Oaten, the energetic Director of Public Instruction in Bengal, has come forward strongly supporting the scheme, and its possibilities must therefore be explored not merely in Bengal but also in other provinces. Mr. Oaten complained that though "we are now in the middle of a considerable expansion of girls' education and the demand for it is growing," the girls are being asked "to become worshippers at the shrine of the examination fetish, that baneful goddess whose influence has had such evil consequences for their brethren." It was to him a disquieting feature that examinations were coming to dominate our girls' education as they were dominating the education of boys. He thought that if there was a separate Board for girls' education in Bengal aiming at a combination of literary education with training in practical and useful arts, more happy results could be achieved. We are aware of the fact that people are often apt to exaggerate the alleged separate needs of men and women in education. The highest achievements of learning and human thought should obviously be open to women as well as men and the bulk of the girls

who come into our Universities do so largely for pursuing some professional career or other. It would be a pity if their education in such cases was in any way less efficient than the education of men. But we have no doubt whatever that a special Board of girls' education in an advisory capacity may still be very useful.

Though we are not in a position to express our approval of the administration of the present Commissioner of the Corporation of Madras, we have pleasure in supporting his appeal to the public of Madras to make the working of the Elementary Education Act in the city a success. In a *Communique* to the press, he is inviting attention to the fact that owing to the introduction of compulsory elementary education in divisions 23—30 of the city, according to the Madras Elementary Education Act VIII of 1920, parents are bound to send their children to a recognised school in the respective divisions unless exempted as per Section 50 of the Act. Section 50 of the act reads as follows:—

"Attendance at school shall not be compulsory in the following circumstances: "(i) If there is no elementary school within one mile or such other distance as may have been notified under the explanation to sub-section (2) of section 45 from the residence of the child; (ii) if the child is prevented from attending school by reason of sickness, infirmity or other cause declared by a resolution of the local authority concerned to be a reasonable excuse; (iii) if the child is receiving

Compulsory
Elementary
Education in
Madras.

instruction in some other manner declared to be satisfactory by a prescribed officer; (iv) if the child has already received instruction in an elementary school or otherwise up to the standard prescribed for elementary education; (v) if the child is exempt from attendance on any other prescribed ground."

Explanation to sub-section (2) of Section 45. "The number of elementary school places shall not be considered to be sufficient unless provision has already been made or will, within a reasonable period, be made for the education of every child not exempted under section 50 in an elementary school situated within one mile from the residence of such child."

"Provided that in the case of any specified local area, the Governor-in-Council may, by notification, vary the distance herein laid down for such period of time as he may think fit."

Necessary exemption should be applied for and obtained from the Commissioner, Corporation of Madras, who is the only authority competent to grant it. The Corporation Educational Officer, along with the school-masters, will go round the divisions for checking if every one of the children of the prescribed school age is attending a school or not. The prescribed school age is, for Non-Mahomedan boys between 6 and 11, for Mahomedan boys between 8 and 13 and for all girls between 5 and 10. The residents of the divisions are requested to give all facilities to the Corporation officials when they go round from door to door for the above purpose. As the defaulting parents will be liable for prosecution, timely intimation is given to one and all to avoid any unpleasant proceedings.

It is true that arrangements are being made for mobilizing the resources of the Corporation staff to make an educational census and to ensure the coming of every

child of school-going age to the elementary school, but it is eminently a matter in which the Corporation deserves the intimate and enthusiastic co-operation of the public. We hope this appeal will receive the response which it so richly deserves.

Speaking on the subject of physical and health education at a recent meeting of the Y. M. C. A. in Calcutta, Mr. Oaten, the Director of Public Instruction, had some valuable remarks to make on the subject. He argued that health education was really a part of physical training in the sense that it could not be dissociated from the physical education programme. It was obviously no good making a boy strong and well-formed by exercise and games at school if he lived over a drain which gave him fever every fortnight or if he had a bodily defect which hampered his development, which could be removed by suitable treatment. Health education and physical education must go hand in hand. Educationists elsewhere in the country will be interested to know that the Government of Bengal has got a programme of expansion in the not distant future in the matter of physical and health education. He also administered a warning on an excessive use of drill and gymnastics in educational institutions. With a wide variety of such sports as swimming, hockey, football, etc., the necessity for formal drill could be reduced to a minimum.

Attention should be invited to a very illuminating address delivered the other day by Mr. S. S. Suryanarayana Sastri, M.A., B.Sc. (Oxon) at the Sri Meenakshi College, Chidambaram. It is a notorious fact that Indian Philosophy has not had its share in philosophical studies in the various Universities in India and there has been the unfortunate spectacle of Indian students who have received philosophical degrees talking glibly of Plato and Kant and unable to expound even the mere fundamentals of the sublime philosophy of Shankara or of other Indian thinkers. Mr. Sastri said it was humiliating but necessary that a plea had to be put forward for the study of Indian Philosophy in Indian colleges though we may point out some improvement has been effected in recent years at the various Universities at least in Northern India where special provision is made for the study of Indian Philosophy in the University courses and where Indian Philosophy is sometimes even compulsory for a philosophical degree. In view of

the intimate connection between the life and culture of a people and their philosophy of life, Mr. Sastri pleaded for deeper and more widespread study of the subject in Indian educational institutions. He refuted some charges usually brought forward against Indian Philosophy and pointed out that Indian Philosophy was not less critical or less rational than Western Philosophy in its methods and did not rest so much on Sruti or Revelation as was sometimes believed. The dialectical method which was a special feature of Indian Philosophical systems was a great asset and reason was never excluded in favour of authority in the Indian Philosophical texts. By its catholicity, Indian Philosophy made a special appeal to students of modern culture. Western Philosophy was, of course, very useful as a formal discipline, but as he said "the time had not come for pleading for the study of Western philosophy in this country." Now that Mr. Sastri has been appointed Reader in Philosophy at the University of Madras, we hope he will do something during his tenure of office for rousing interest in Indian philosophical studies.

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The Madras Mail, Friday, October 31, 1924:

Books which deal with the problems of educational psychology from the Indian point of view are too few and we, therefore, welcome most cordially one which makes such a study and makes it well. Miss Gordon's contribution to this field is one which ought to be read carefully and digested thoroughly by all those who have to do with the education of children, whether teachers or parents.

The value of Child Study is first twofold, from the point of view of theoretical psychology, and second of education. Education along with psychology has much to learn from the science of biology which suggests to both of these sciences the unit for study, viz., a reaction which is a response to a stimulus. The mental life ought to be viewed as is the physical from this point of view. Further, biological science is showing the usefulness both as to method and content of the observation of development. The study of child-nature is in accord with the genetic method which characterises all the biological sciences. Educationally we have more to do with children than with adults in our schools and so from the practical point of view also the more that we can learn about the natures of educands the better for our work. Miss Gordon's book is thus a real contribution to our literature for it considers these questions with special reference to conditions in South India.

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The book surveys the more important problems connected with the study of child-nature. It deals with the stage of child development, with the processes of sense-perception, with play, hand-work, and fatigue, with exceptional children, both sub-normal and supra-normal, with measurements of intelligence, and with the application of the Kindergarten system to the Indian system. It is one of the books which the Academic Council on the recommendation of the Board of Studies in Teaching has declared as suitable for candidates for the L. T. degree. We hope that it may have a wide circulation as its influence is sure to be for good.

Education (Allahabad), March 1925.

The distinguished author of the book under review is one of the few enthusiasts in India who have taken a systematic study of child-nature. The book embodies the results of close study by the author, not merely of the existing literature on the subject, but of the actual mental and physical growths of children, as witnessed by her in several schools in Britain and India where she has had the opportunity to work. Within a brief space of 70 pages, the author has contrived, in her plain, matter of fact, and at the same time, engaging style, to elucidate various topics connected with child life such as the sense perception, play, the service of Hand in Mental development, fatigue, exceptional children, measurement of Intelligence and the Kindergarten system; touching various theories on these topics and supplementing them by her own views based on personal study and investigation. We would especially commend to our readers the beautiful and inspiring chapter on the Kindergarten in which without going into technical detail, the author has surveyed the basic principles of the system and set in accordance with these principles for the Indianisation of Indian education. We are sure that this book will prove an excellent handbook for teachers as well as parents and others interested in the subject and in them a deeper interest therein. It has been already recommended by the Academic Council of the University as a suitable text-book for the students appearing for the L. T. Examination and we hope that universities will soon follow suit. We congratulate both the author and the publishers on this valuable work and recommend every teacher to secure a copy thereof.

The Madras Christian College Magazine, January 1926.

The study of child-nature is exceedingly important for both of the sciences of Psychology and Education. Its importance for Psychology is from the genetic point of view. In the child one is able to observe in simpler forms many of the processes at work which in adult experience become so complex as to make them difficult of analysis. Its importance for Education is too obvious to need extended notice, and yet there are some who are so short-sighted as to neglect it. Here in South India there are a great number of schools in charge of teachers who do not know the elementary facts about child-nature. But with the progress of education the time will surely come when it will be considered as dangerous to employ a teacher who is ignorant of child-nature as it is to employ a man for a physician who knows nothing of anatomy and physiology. Such a book as that which Miss Gordon has written will serve a useful purpose in hastening that day by putting teachers in possession of a primer which contains the fundamentals of the subject in a readable style. It is the type of book which we would like to see translated into our South Indian vernaculars, because it not only includes the principles of the science, but states them with special reference to the needs of Indian teachers.

A personality is the outcome of forces which are both hereditary and environmental so that child study must take account of both sets of factors. Much more is to be gained by teachers through the study of children for themselves than the mere perusal of books on the subject, however authoritative they may be. The trouble with so many students of other things as well as of child-nature is the evident desire to be spoon-fed. They desire to get their information at second-hand rather than take the trouble to study for themselves. In many instances teachers have not the technique necessary to observe intelligently. Very valuable, then, is Miss Gordon's chapter on 'How to Study a Child,' particularly for those who are beginners in child study, and it is a matter of vital concern as much for the parent as for the teacher.

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