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## THE MADRAS QUINQUENNIAL REPORT ON SECONDARY EDUCATION.

*Mr. P. A. Subramanya Aiyar, B.A., L.T.*

I  
A study of the chapter on Secondary Education in the latest Quinquennial Report must fill the hearts of even the most optimistic among us with sadness. There is a candid admission in it on the part of the Director of Public Instruction that no notable advance has been made during the quinquennium ending 1926-27, and beyond stating that they hope to pass early orders on the proposals made in the reports of the committees and of the special officer appointed by them for the consideration of the problems of secondary education the Government have committed themselves to nothing in their order on the Director's report. And yet the Director says that "between 1921-22 and 1926-27 the Budget Estimates under Education increased by nearly half a crore of rupees and over 70 per cent. of this increase occurred in the last three years of the quinquennium, there being an increase of 20 lakhs in the closing year alone."

The fact of the matter is that at the present moment Secondary Education seems to

be nobody's concern. The University authorities are, of course, very keen on the advancement of University Education and Government have necessarily to yield to their wishes. At the same time the demands of Elementary Education are very pressing on the Minister of Education, and he and the other elected members of the Local Legislative Council who have to please their respective electorates feel bound to see that the facilities for the spread of elementary education are increased. The result is that, as was said by the late Lord Curzon as Viceroy of India more than twenty years ago, 'between the resonant calls of higher education and the pathetic small voice of elementary education, the claims of Secondary Education are being overlooked.' And who is there to press the claims of Secondary Education on the attention of Government? Hardly any. The director of Public Instruction has not quite a free hand, and the Minister of Education has too many things to attend to to be able to spare the time and the thought necessary to arrive at a definite and well-

reasoned policy in respect of the spread and encouragement of the right type of Secondary Education. Neither are the other members of the Legislative Council sufficiently keen on the matter, nor have Government at any time ceased to nominate to that council any one who may be expected to speak with knowledge on questions connected with Secondary Education which is admittedly 'the basis of all industrial or professional occupations in India.' No wonder, therefore, that the Director has felt it his duty to confess that 'a settled policy in regard to the number of high schools required, the aim and the scope of the education imparted at the various stages and the development of facilities for a form of education which is not purely literary in character and inelastic in its objective will do much to improve present conditions'.

One curious result, however, of the reaction on Secondary Education of the elected members of the Local Legislature and of the various District Boards is a demand in several quarters for the increase in the number of secondary schools of the existing type. It would be something if these schools were started in places where there is need for them. But it is not so. Many of them have been brought into being, not because there are no educational facilities in their neighbourhood for pupils of school-going age, but because the member or members representing the particular localities have great influence in their respective District Boards and the Legislative Council. What the Director has to state on this aspect of the matter is the following: "The report on a survey of Secondary Education revealed the fact that there were a large number of Secondary Schools,

particularly local board Schools, in which attendance was so small as scarcely to justify the existence of the Schools at all or the high cost involved." The statement given below will make the point quite clear:

| Name of School        | Average Daily Attendance | Amount spent in 1921-22 from Provincial Revenues |
|-----------------------|--------------------------|--------------------------------------------------|
| Purshothamapur School | 24                       | Rs. 3,549                                        |
| Bagada                | 60                       | 5,35                                             |
| Jagampeta             | 50                       | 3,593                                            |
| Kapileswarapuram      | 60                       | 4,853                                            |
| Pamarru               | 32                       | 1,064                                            |
| Mylavaram             | 37                       | 1,440                                            |
| Nandikottur           | 49                       | 4,386                                            |
| Giddalur              | 58                       | 1,780                                            |
| Hadagalli             | 33                       | 4,405                                            |
| Kottur                | 55                       | 4,801                                            |
| Badvel                | 56                       | 3,959                                            |
| Kamalapuram           | 59                       | 4,093                                            |
| Palmaner              | 42                       | 4,310                                            |
| Kamuthi               | 53                       | 4,449                                            |

The net result is this. The sum of money which Government could bring themselves to spend on Secondary Education is small and of even this amount a considerable portion is frittered away in the maintenance of very small and comparatively unprofitable Board Schools, while Secondary Schools, chiefly of the aided type, situated in populous localities and serving a very useful purpose are starved. As the Director observes on page 57 of the Report, "Many long-established aided institutions have been and are in financial difficulties, and it is to be doubted whether aided education is receiving a sufficient share of the total funds available for secondary education'.

The remedy for this unsatisfactory state of things lies in vesting the control of Secondary Education in the hands of a statutory body on which all interests are adequately represented and to which are given adequate financial powers and guarantees for properly

discharging its functions. To this end, an Act of the Legislature termed the Madras Secondary Education Act should be passed. Will the Hon'ble the Minister of Education take courage in both hands and bring in a Bill? The Government of the United Provinces have already given the lead in the matter by placing in their statute-book a Secondary Education Act for their province.

## II

It would perhaps be useful to give here (in the form of extracts from the Report) some details as to what has actually been accomplished during the quinquennium:

Number and strength of Secondary schools:—"The number of secondary schools for boys rose from 478 in 1921-22 to 528 in 1926-27. Schools under the management of Municipal Boards increased by 16, Local Boards by 23, Aided by 17, while those under Government fell by 1; unaided Schools fell by 5."

"The total strength of schools for boys was 162,955 against 150,839 in 1921-22. One boy in every five comes from outside the town in which the school that he attends is situated."

Staff:—"considerable progress has been made during the quinquennium in the staffing of secondary schools by trained teachers of the collegiate and secondary grade. The percentage of trained teachers of the collegiate grade rose from 19 to 24.4 per-cent, and the percentage of trained teachers of the secondary grade from 37 to 43 per-cent. The most satisfactory feature is the fall of elementary trained teachers employed and the large decline in the number of uncertificated teachers.....one unsatisfactory feature, however, still remains.

A number of schools still continued the practice of recruiting untrained graduates for short periods on a temporary footing in order to avoid the expense of appointing trained men permanently with definite scales of pay."

Teachers' salaries:—"The rates of pay of the teachers have not improved much. In fact, in some districts owing to the increase in the supply of teachers there has been a tendency for salaries to go down.....It may be said generally that the salaries of local board teachers have improved owing to the introduction of time-scales and those of aided schools have not, except in cases where the schools shared in the special one-lakh grant. The District Educational officers of the following districts report practically no improvement: Chittoor, Tinnevely, Guntur, Madras, Chingleput and Nellore, while those of the following districts report that a distinct improvement has taken place. South Kanara, Madura, Cuddapah, Ganjam and the Agency. The District Educational officers of Ganjam and Anantapur report that the scales of pay of board school teachers have been improved but that there has been no corresponding improvement in the pay of aided school teachers."

The special teaching grant:—"The temporary nature of this grant and the uncertainty regarding the conditions attached to it point to the necessity of a more permanent manner of helping aided schools to give adequate salaries to their teachers."

Equipment:—"During the quinquennium equipment grants to the extent of over two lakhs were paid to aided schools and subsidies for equipment amounting to 76 lakhs were paid to local bodies for equipping high and middle schools."

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S. S. L. C. Public Examination : "There has been a steady increase in the number of candidates registered for this examination. For the examination of 1923, 14,040 were registered, 12,019 were examined and 11,969 completed their certificates. For the examination of 1927, 15,701 candidates were registered, 15,587 were examined and 15,471 completed their certificates.....There has been a large increase in the number of Non-Brahmin and Muhammadan candidates .....The following figures represent the percentage of increase in the number of candidates who completed their certificates between the years 1923 and 1927.

|                   |                  |
|-------------------|------------------|
| Indian Christians | ... 42 per cent. |
| Muhammadans       | ... 57 per cent. |
| Brahmins          | ... 8 per cent.  |
| Non-Brahmins      | ... 52 per cent. |

The number of Adi-Dravida and Adi-Andhra candidates rose from 4 to 33."

Manual training and Practical Instruction: "At the beginning of the quinquennium there were 11 institutions or centres for secondary pupils providing instruction in wood work and 6 secondary schools providing instruction in weaving. At the close of the quinquennium woodwork and Mechanical drawing were being taught in 31 schools, weaving in 33 schools, carpentry in 5 schools, metal work in 4 schools, agriculture in 4 schools, tailoring in 2 schools, engraving in 2 schools, rattan work in 2 schools, spinning in 2 schools, and book-binding in 2 schools, and agriculture, dyeing, market gardening, mica work, smithy Horticulture, coir work and printing were each being taught in one school. The total number of schools giving instruction in one or more of the above subjects was 63 with a total approximate attendance of 11,800 pupils."

Secondary Education must make its recipients more efficient members of society, better and more capable of earning members of society.

S. SATYAMOORTHY.

The worth of any educational institution is not to be measured in terms of performance in the class room but in terms of its effects on social and community life.

The Great need of secondary education is not a rapid growth of any kind but a change in the direction of growth.

As long as you are silent under your wrongs, your wrongs will continue.

DR. BESANT.

## THE DALTON PLAN IN ENGLISH ELEMENTARY SCHOOLS.

By

Miss. M. H. Bligh, London Mission, Coimbatore.

When thinking out plans for school work, and especially junior school work, it would be well to consider first what should be the true aim of all education. What are we as class teachers really hoping to do? For according to our aims, so must our plans be.

I suggest that the real aim is the development of personality and the training of character so that our boys and girls may be fitted to fill some useful place in life and may be able to realise the joy of service for others. For the training of character there must be *freedom* in our schools, for the training for a life of service, there must be *Co-operation* in our schools; yet freedom must never mean license, which is a lack of consideration for others, and co-operation must never mean dependence on others or laziness. Thus our ideal in school work should be to provide opportunity for the free and full development of the self,—never for the self alone, but for mutual help and for the sake of the whole community.

In most of our schools to-day the ideal is impossible and real care for the individual tends to be lost in anxiety over the masses, but even with quite small children and with large numbers a modified 'Dalton Plan' has advantages and can help us towards our ideal.

The suggestions outlined below, or others similar are being practised in a few elementary schools in England to-day, and in some secondary schools. The number of schools

using such a plan is increasing and of course one advantage of the 'Dalton Plan' is that it can be easily adapted to the particular needs of an individual school. In an ordinary English elementary school, the school leaving age is fourteen but even so, it is found possible to arrange for a good deal of freedom and guided individual work among young children between the ages of about nine and fourteen years. There is however this great advantage the children are not expected to provide their own books and school apparatus. These are school property, provided by the local Education authorities through Government Education grant. The schools vary in size, but in each department of a London elementary school there may be about three hundred pupils (sometimes nearly 400) divided into six or eight classes of about forty, or sometimes nearly fifty, pupils in each class.

The Dalton Plan as worked in such schools, gives each child some work to do alone, providing material and text books needed for intelligent occupation and at the same time reserves part of school time for class teaching, recognising still, the value of the class method and group work.

The children are in school for five hours per day for five days a week and it is possible to allow at least  $\frac{1}{4}$  hour per week of class teaching in each of the elementary subjects, the rest of the time being spent by the children working under supervision and a certain amount of guidance where neces-

sary, at a given "contract" or "assignment" of work which they have undertaken to complete within a certain time. These "assignments" can be based on the class lessons, but can also give scope for originality and initiative if the children are set to find out their own subject matter from text books, maps or pictures. Hand work exercises in relation to the history and geography lessons provide opportunity for co-operation among small groups of children, who by working together often achieve interesting results in the shape of card board or clay models, illustrating their lessons.

Each class room is also a subject room where all books and apparatus pertaining to that subject are kept. Thus children wishing to work at their English assignment go to the English room, or history, to the history room, art to the art room etc. If a room is already full they must choose another subject and teachers do well to see that even the tiniest children spend  $\frac{1}{4}$  hour or twenty minutes in one room before going to another. Older children (but of course always under 14 years) will spend an hour and more at a time working steadily at one subject without wishing to change. Some schools stipulate that at least half an hour *must* always be spent in one subject room, but in the writer's opinion the child should be given freedom, and if he or she has only five minutes work at an assignment to finish, he or she should be allowed to finish it and pass unhindered to another room.

There is sometimes a tendency by this method to give young children too much written work, but it should be remembered that where schools are sufficiently well staffed, a handwork room, and a crafts room can do

much to remedy this. Also in the main-subject the practical side should not be neglected. Practical arithmetic, practical geography, the making of plans and charts, dramatising and recitation and play writing in literature, all provide ample opportunity for the child to *plan* and *do* as well as to read and write. The wise teacher will always adopt some method, the simpler the better, of marking and checking the work done. In some schools the children actually sign a contract on paper or card to do the set work, and their marks for each week in each subject are recorded on their own card, but the one essential thing is to see the work as often as possible and to mark it *with the child present* and really to know the standard of work and ability of each child. The teacher who wearily drags home piles of books to mark often spends time in writing lengthy remarks which could be told to the children with far greater effect, but marking in the child's presence is seldom possible without the 'Dalton Plan' or similar scheme of work.

It is only fair to say that, if a school changes its method from the older to the newer 'Dalton Method' there will probably be a period of unsettlement during which excited children may take more than their share of liberty and become disturbing factors; but the change should be introduced gradually and the scheme very carefully explained to all scholars concerned; and, most important of all, the teachers themselves should be willing to undertake the scheme and to face a little extra work and should be well prepared with assignments of work for several months ahead before starting. During the first term of work,

perhaps the results may seem poor, but this is not always the case and schools that have adopted the plan find it well worth while in the long run.

It may be said that such a scheme is successful because the teachers are not tied to an examination syllabus. If so, this is surely an argument for adopting the plan in elementary and junior schools, so that children may learn to study while young and be trained to work by themselves for the examinations they must face when they are older.

It is difficult to estimate the results of working by the Dalton Plan for they must vary according to the type of school. From personal experience after five years work in a school in one of the worst and poorest districts in London, where the children have little or no home training, I can say that the standard of work in that school was, on the whole, good, far, exceeding expectations in many cases, while the inevitable 'slackers' who are lazy under any method did at least the minimum of work in all subjects and nearly always found they were interested in one subject, perhaps of a more practical kind and did good work in that direction.

But in character, the children become more self reliant, show more common or practical sense, because they are learning to use freedom; while the results in self-discipline, and in the tone of the school, become apparent and are a great help, whenever a school outing or demonstration of any kind is arranged. The children take real interest in their work, follow the teacher's schemes and are willing to co-operate because they realise the teacher's preparation (e. g. of lessons and assignments) directly concerns

themselves, and the relations between teacher and taught are seldom strained, but natural and friendly.

We must face the results of adopting this plan, for the teachers also. For teachers it does mean more work out of school hours and very intensive work during hours, but it is work with much greater interest and with a well thought out plan behind it and work that leads to a more personal knowledge of, and care for the children, for whom it is done. It has been argued that the Dalton Plan provides opportunities for the slack teacher, but no teacher can prepare any assignments without thoroughly preparing his lessons, planning in advance, and becoming well acquainted with his children's textbooks. Moreover the teacher who tries to slack in the subject room during school, will be rewarded only by a noisy class room, pupils difficult to control, and piles of uncorrected work brought to him by a stream of impatient pupils. He will soon find that slackness not only does not pay but is impossible. It is true that on very rare occasions when his subject room is nearly empty he may be able to prepare other work while the pupils study, but this is hardly slacking.

No, the Dalton Plan properly worked, demands all a teacher's originality and initiative *and* his patience,—in short, it develops the teacher's character as well as the child's. I think we cannot fully tell the results in character training and the moulding of good citizens, when the work in our junior schools is faithfully done, when the chief aim is to establish a right use of freedom and inspire boys and girls with ideals of service.

# THOUGHTS ON PEDAGOGY.

(IV)

## The Value Of General Knowledge To The Teacher.

BY

*Mr. N. K. Venkateswaran, B.A., L.T., S. M. V. School, Trivandrum.*

The more a teacher knows, the better he teaches. It is true that his main function is not to impart knowledge but he has to impart some knowledge and, what is more than that, to impart it well. Now to impart knowledge in a good way the person who seeks to impart it must have much more than he proposes to give. What comes from a well-stocked mind bears a simplicity and sweetness which we do not find in what comes from a poorly-endowed one. The person who knows little teaches most spectacularly and also most ineffectively but he that knows much generally teaches quietly but fruitfully. It is in educational institutions more perhaps than any where else that empty vessels make the most sound.

The teacher is apt to be misled by the apparent smallness of the volume of knowledge that he is required to impart to his pupils into the belief that much knowledge is useless to him. The number of teachers who are thus misled is pretty large. One very often comes across the charge that teachers are as a class averse to reading and to making their minds replenished. It is not altogether a groundless charge but the reasons given for the aversion are often groundless. The only reason applicable to the majority of cases is that teachers are unable to see what benefits could possibly result from assiduously furnishing their minds with all kinds of knowledge. Most

men are practical, especially most ordinary men, and they will not long give their time and energies to the pursuit of things whose value in terms of the immediate needs of life appears to them quite uncertain if not decidedly negligible.

The lawyer has the stimulus of necessity to be constantly engaged in improving his knowledge. He is conscious that as his knowledge of law increases his income and the estimation of men about him must also increase. The doctor is not different from the lawyer in this respect. The lure of more fame and money keeps him tied to the constant improvement of his scholarship and skill. The journalist must know more and more to live. The politician must be a student of many subjects to make good. The teacher, on the other hand, has no such call to accumulate his knowledge. He cannot teach much and he does not clearly understand the need of knowing much to teach little. He is not generally paid more for knowing more. Even in the matter of mere respectability he is not often visibly benefited by studious additions to his mental equipment. Is it possible to convince the teacher that real advantages must accrue if he goes on putting more and more things in his mind?

It is more than doubtful if what has been said at the beginning will convince many teachers. They will ask for more tangible

proof than pious generalities. It is, therefore, necessary to go into the question somewhat in detail.

All teachers desire freedom of work and a pay adequate to their needs. The complaint is common that the teacher is often led by the nose if not a dog's life, by those who are placed above him such as the Headmaster or the Inspector. The average teacher does not always feel quite like himself in the school-world. He is frequently a captive, a victim, a trodden aspiration, in it. He must evidently increase his power if he wants to be anything better, and knowledge certainly must prove power to him. Increased knowledge would yield him a greater sense of confidence, would, if not immediately in the long run, inspire a greater regard for him in his superiors, a greater faith in him in his pupils. Increased knowledge would certainly enable him to feel his legs. Through knowledge he can attain that mental emancipation which is the only remedy within the reach of all for excessive outside control.

Perhaps also increased knowledge might ultimately lead to increased pay or at least to some supplementary sources of eking it out. At any rate increased knowledge can

never possibly stand in the way of the material prospects of the teacher. Then why not increase knowledge?

Moreover, the teacher whose knowledge is not adequate cannot fully know the joy of teaching. The teacher who has only a half-penny-worth in the way of knowledge is bound to be a drudge, a melancholy mechanic unable to give himself or his class any joy. He is a cheerless driver of routine, a mere spoke in a wheel. Knowledge will make him young, alive.....

And, too, the gathering of knowledge is itself a real joy, at least becomes a joy after a time. A sense of knowledge brings with it a sense of elevation, a power that makes it possible for us to hold up our heads.....

And the teacher has the time and chance in a fair enough measure to devote himself to this work. Why should he not set about doing it? It is an accusing question, but a kind opportunity that comes to the teacher's door now and then. Of course, many there are who do not lose it, but the nature of the opportunity is such that nobody need ever lose it, that nobody can ever lose it without also losing a part of himself.....

Know you what it is to be a child? It is to be something very different from the man of to-day. It is to have a spirit yet streaming from the waters of Baptism; It is to believe in love, to believe in loveliness, to believe in belief; It is to be so little that the elves can reach to whisper in your ear; it is to turn pumpkins into coaches, and mice into horses, lowness into loftiness and nothing into everything, for each child has its fairy God-mother in its own soul; it is to live in a nut-shell and to count yourself the king of infinite space.

*Francis Thompson.*

# UNEMPLOYMENT AND EDUCATION

## A Plea for Compulsory Manual Training in Schools.

BY

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The problem of Middle Class Unemployment is really complex. But the question I propose to consider in this article is this:—How far is the Educational system in this country responsible for the present state of things and if it is found responsible for the unemployment of our educated youths to any extent, is there any way of making our education, "brave and preventive"?

For one thing, the consequences of the purely literary training have been noted by thinkers, Indian and English, quite early even during the first stages of the introduction of this system of education in India. For, what does Macaulay himself say in his 'Minutes on Education.' Referring to the petitions to Government, from several ex-students, for compensation on the ground that the education they had received was an injury which gave them a claim on the Government for redress, he says, "And I doubt not that they are in the right. They have wasted the best years of their life in learning what procures for them neither bread nor respect. So we might with advantage have saved the cost of making these persons useless and miserable; surely men might be brought up to be a burden to the public and objects of contempt to their neighbours at a somewhat smaller charge." No greater indictment could have been passed on the results of our educational system; and this has been made in the year 1854 and the

wonder is that for the past three quarters of a century the same thing goes on with practically little change in the matter of the ideal and output.

The original object as outlined in the despatches of the Court of Directors of the E. India company to the Government of Madras and repeated in unmistakable terms in subsequent despatches, has been to raise a body of natives qualified to be employed in the Government offices. This has been mentioned in the Despatch in 1827, as 'the best and highest object of education'. Sir John Malcolm in the same year, put the case for the introduction of English Education quite bluntly, in a businesslike language "the pay of writers and accountants is undoubtedly high; the real mode to decrease the price is to multiply the article". Are we not still come to the stage, when we have to face the surfeit, excess of production over demand? Is there not really a 'dumping' in the market of Government employees as the economist would say?

And we have to face this problem of middle class unemployment due to over production on the part of these factories,—our schools and colleges, ceaselessly 'multiplying the articles' to meet a demand which could be ascertained by no means. Our system produces a number of men who are fit either for clerical posts or learned professions, which cannot absorb all of them.

Further this education is spreading and the cry has been ringing, from every class of people, for more and more of this education. Thoughtful people within the last few years have begun to doubt the very utility of the spread of this purely literary education to the masses.

The fact is, that this very education incapacitates, in many cases, many young men, from earning a decent livelihood, which they would have secured in the pursuit of their hereditary trades. The farmer's son, the blacksmith's son and the weaver's son, as soon as they enter the portals of our schools have first to unlearn their father's occupation and have to put aside all the tools that fed their parents; the only implement that they have learnt to use, is the pen. In a country, 75 per cent. of whose people earn their living from agriculture, there is no place for agriculture in the schools. Further, one great result of our educational system, on the national mind is hatred of honest labour with the hand.' The great Booker T. Washington, when referring to this tendency observed truly, "If a community is educated exclusively on books and is not trained to habits of applied industry, has not been given skill of hand and the youths are not taught to love labour, an unwholesome tendency to dodge honest productive work, slowly develops and they continually fret, for fear, that no means will be left with them to provide them with a calling."

The real problem in this country is *the poverty* of the masses. It is like 'a ghost' says Mr. Lajpat Rai. Is not our educational system complicating this problem instead of solving it? Are not young men turned out

from our schools and colleges year by year, who do not know, how to drive the wolf from their door? Are not many poor men become poorer, for having spent their little patrimony on this expensive educational course? And what would be the gain, in this country, if *all* the people are educated in this manner, but a smattering of ill-digested knowledge and unemployment and a loathing for hand-labour.'

So, the root-cause of the middle class unemployment in this country is this loathing for hand-labour, which is one of the indirect, but nonetheless certain, results of this present system of education. And the remedy is the provision of *compulsory manual training* for all, up to the III form, and the *compulsory provision* of Manual training as an optional subject in the High School. The occupations might be chosen to suit the local conditions but the end must be not mere play but the learning of some occupation by which the youth will learn his livelihood, by means of his acquired skill. Even if a pupil leaves his school, after he has passed his third form, he ought to have learnt by that time something, which will feed and cloth him.

The objection that our halls of learning will be converted into workshops, does not apply in this case. For there is ample provision for literary training. Have we not provided for gymnastics in our schools? Who can say that learning and culture have suffered thereby? So, as we have provided for compulsory physical training in our schools, let us provide for compulsory manual training. If the former is intended to make the pupils strong and healthy in body, the latter helps them to *sustain* the

very body which they have to keep hale and sound. To quote Mr. Lajpat Rai again, "no person can live on air; much less, can a nation." The ideal educated youth is he who is sound in body and in mind and who is able to use his hand or the mind for earning an honest livelihood. Further, those who want to take to the learned professions and who are really qualified for the same, by aptitudes, can choose the purely cultural subjects in the High School, and those who are qualified for an industrial career, can specialise in Agriculture or Weaving after the IV form. Thus this scheme will solve the question of a proper choice of a calling and in a great measure will minimise the number of round boys in square holes.

It might be said that the provision of compulsory manual training for all the pupils in the early stages will not be of use to those who might study for the learned professions and manual training might be confined to industrial schools. But, in the first place we cannot sift the pupils before they reach the High School course. And our ideal workmen in an age of democracy are expected to be "good citizens, reverent, and dutiful, sound in mind and body, skilled in the practice of their several avocations and capable of turning their leisure to a rational use." Hence arises the necessity of seeing that the would-be workman has also the benefit of literary culture at the same time. Highly specialised instruction might of course be had in Technological institutes. But the common occupations like gardening, agriculture, weaving and carpentry should be had only in the public schools.

Even in the case of those who would enter the learned professions the necessity for

manual training, is urged on purely educational grounds. Is it necessary for us to remind our readers about the famous dictum of Pestolozzi that "man is much more truly educated through that, which he *does*, than through that, which he *learns*." And modern psychology also supports the view that hand training and sense training are necessary for all. Froebel said, "Every child, boy and youth, whatever his rank or condition, should spend at least one or two hours a day on some serious productive work. For, the lessons taught by work and by actual life are at once the most easily learnt and the most valuable and formative." The Montessori Schools, all follow this ideal of 'learning by doing.'

We may now consider the practical aspect of the problem. Gardening or weaving including spinning should be made compulsory up to the III form. Weaving and Agriculture are mentioned as optional subjects in the High School, according to the S. S. L. C. Scheme. But the provision for either of these subjects is made only in a few schools in the presidency, and it is now time that the Department insists on either of these subjects, weaving or agriculture, being provided as an optional subject, in each school as a condition of recognition. The director has already been pleased to issue circulars, as to the desirability of the introduction of Manual Training in each school, but these have not been so far effective.

Agriculture and weaving are recommended as suitable subjects that could be introduced in our schools as these are considered to be the two lungs of India. The question of funds and space is not very difficult. The only thing needed is the recognition by the

managers and educationists of the fact, that the youth who has gone through the school course, with Agriculture or Weaving as a his optional subject, will be able to earn his livelihood, with more certainty, than another with Physics, Chemistry or History as his optional. A weaver or agriculturist will be able to make an average income of Rs. 50, a month while graduates in science or history are not able to earn that income.

Hence the introduction of compulsory manual training in our schools is to be considered as the most vital and urgent of all reform so far as Secondary Education is concerned. The nation cannot suffer any longer the terrible wastage of money and energy involved in this process of making the youth of the nation unfit to earn their livelihood by manual labour and the schools can-

not be allowed to go on inculcating the hatred for work with the hand, for any length of time. This system of education must be changed and the teachers, as well as those who have anything to do with education must join together and urge for this vital change. As Sir P. C. Ray said in his Presidential address to the All Bengal College Teachers' Conference, "we can't expect a people to admire our system of education if we cannot at the same time prove that it keeps the wolf from the door. Our own share in this heedless transaction has not been small. We have failed to raise our voice against a system because it feeds us. We have not cared to make a business proposition of it." And it is true that we teachers realise our share in this education for unemployment and agitate and use our influence for a better order of things.

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The teacher should be the interpreter between the greater society of the outside world and the smaller microcosm of the school.

*Dr. T. P. Nunn.*

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Teaching is lighting a lamp and not filling a bucket.

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The whole object of a good teacher is to make himself unnecessary.

*Dean Inge.*

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Humility is the Essence of the Teachers' profession.

# SCHEME OF PRACTICAL WORK IN GEOGRAPHY FOR FORMS I TO III

(PREPARED IN ACCORDANCE WITH THE DEPARTMENTAL SYLLABUS.)

By

Mr. N. Subramanya Aiyar, M.A., L.T. Teachers College, Saidapet.

## Form I.

### Part I. World Relations and Continents.

**A. Problems and Exercises on the Globe.**—(Use a globe not smaller than 12" in diameter, physically coloured; also a slate globe). Continents and oceans; their relative position, shape, size, and relief—How to reach the other parts of the world from India—Shape of the earth; its rotation, axis, poles, equator—Hemispheres, northern and southern, eastern and western, land and water—Latitude and longitude (to be introduced through plotting the points in graph work and angle measurement): finding the latitude and longitude of given places on the globe, and vice versa—Location on the globe of some of the important countries of the World—Elementary ideas of the relation between Latitude and Zones, and Longitude and time. (All these to be learnt on the globe only, with appropriate and suggestive questions and exercises by the teacher.

**B. Map-work and Modelling.**—Repeat as many of these globe exercises as possible on the world map—Elementary map-work: Picture and plan: scale: plan of the school-room, school-house etc.—Clay modelling of simple land forms.

**C. Picture-reading.**—Typical pictures of different regions, depicting scenery, vegetation, animal life, human life, occupations etc., should be procured, and suggestive questions and exercises set on them. The regions depicted in the pictures should also be located on the globe.

**D. Observational work: and field study.**—Time and place of sunrise and sunset, and sun's mid day position in the sky to be observed and noted every week or fortnight: mid-day shadows: vertical and slanting rays—Observation of wind directions at certain parts of the day, and during different seasons—Surface features of the neighbourhood:—mountain or hill, valley, river or stream, plain, sea coast etc.—Crops, handicrafts and industries, kinds of transport,

local trade etc. (Seasonal and meteorological items to be done in this school compound only, but, for studying surface features of the neighbourhood and human life and activities, short excursions will be necessary).

### Part II. The Indian Empire: Natural Regions, descriptive.

#### A. Position, shape, size and boundaries

**Map work.**—Colour the sea blue, the Indian Empire in red, and mark Burma, Baluchistan, Nepal, Bhutan, Ceylon, Arabian Sea, Bay of Bengal, Persia, Afghanistan, Tibet and Siam. Draw in thick lines mountain ranges, which form natural boundaries, and enter their names. Draw a few parallels and meridians.

**Problems and exercises.**—Position of India in relation to neighbouring lands and seas—Comparison of natural and artificial boundaries—Latitude and the greatest north-to-south distance—Longitude and time comparisons: the greatest east-to-west distance—Shape—Area: comparison with Asia and Great Britain.

**B. Coasts and Islands Map-work.**—Colour land and sea appropriately. Mark Indian Ocean, Arabian Sea, Bay of Bengal, the chief openings on the coasts, peninsulas, capes, Palk Strait, Adam's Bridge, and the chief islands. Enter the names of the different parts of the coast, and the chief ports.

**Problems and exercises.**—Nature of the coast-line; its effects—Comparison of the west coasts of India with the coast of Burma, Malabar Coast with the Coromandel Coast; Konkan Coast—Comparison of Laccadive and Maldives with the Andamans and the Nicobars. Total coastline; distance by sea between the chief ports.

**Picture reading.**—of available pictures relating to above topics.

**C. Relief Map-work.**—In a contoured outline map of India, showing 1000 and 6000 contours only, colour land under 1000 in green, land between 1000 and 6000 high in

yellow, and land over 6000 high in red. Mark in thick lines the chief mountain ranges, and name them. Note their chief peaks and passes.

**Problems and exercises.**—Some obvious influences of mountains: mountains as barriers: passes as gateways: importance of Palghat gap: appropriateness of the name 'Himalayas': usefulness of plains to man—Contrast between the eastern and western plains in Northern India and Southern India.

**Picture reading.**—of Himalayan scenes, glaciers, peaks and passes, vegetation, hill-stations, man's activities etc.—Khyber pass Nilgiri views, Deccan Droogs etc. Suggest questions and exercises to be set on them: stereoscopic views are to be preferred, as they give a solid appearance.

**Drainage and Rivers Map-work.**—In an outline river map of India, name the rivers and tributaries marked. Draw a thick line along the main watershed of India from Simla to Cape Comorin. Colour the basins of each of the rivers in different colours.

**Problems and exercises.**—Compare the Ganges with the Indus in length, drainage area, volume of water, navigability, irrigation facilities etc. Note the important towns on them. Compare in as many respects as you can (i) the Godavary and the Krishna with the Narmada and the Tapi, and (ii) the Cauvery with any of the rivers of the Malabar coast. The general trend of the Burmese rivers: natural work of rivers: usefulness of rivers to man: origin of rivers: different stages in the course, and their relation to soil, vegetation, and human life and activities.

**Picture-reading.**—Set suggestive questions and exercises on such pictures as the following—the Ganges at Benares: the Hoogli at Calcutta; the Godavary at Nasik and at Rajahmundry: the Jhelum at Srinagar: the Indus at Sukkur: the Narmada near Jabulpore: the Brahmaputra in floods: Sivasamudram Falls: the Sundarbans: a lock and a canal in the Godavary or Krishna deltas.

**E. Climate: Temperature Map-work.**—In an outline isothermal map of January and July, colour the intervals between the isotherms appropriately according to the colour scheme.

**Practical work.**—Use the figures in weather maps. Explain use of thermometer. Frame exercises (i) to find average annual, monthly and daily temperatures of particular places;

(ii) to show relation between temperature and altitude (importance of hill stations) (iii) to show relation between temperature and nearness to the sea; (iv) to show the contrast between summer and winter temperatures in Northern and Southern India; and (v) to show the contrast between Baluchistan and Bengal, (Range of temperature).

**F. Climate: Winds and Rainfall: Map-work.**—In an outline rainfall map of India, showing annual isohyets, mark the intervals appropriately according to the colour scheme, and note the direction of the winds in the summer and winter monsoons in red and blue arrows respectively.

**Problems and exercises.**—Relation between rainfall, direction of winds, and direction of mountain ranges; the two branches of the south west monsoon and the parts of India getting rain from them: regions getting rain from the north-east monsoon, and those getting rain in both monsoons (Ceylon, Coimbatore): regions of heavy and light rainfall, with causes: some comparisons: influence of rainfall upon (i) climate, (ii) productivity, and (iii) density of population: methods of supplementing deficient rainfall.

**G. Natural regions Map-work.**—In an outline map of the Indian Empire mark off the physical regions and enter their names. subdivide these main physical regions into smaller natural regions, taking into account climatic and other considerations.

**Problems and exercises.**—The peculiarities of each of these regions: contrast political divisions and natural regions: Concrete examples: Provinces not forming single natural regions to be sub divided into natural regions: e.g. Bombay or Madras Presidency: Account for dissimilarities between certain typical natural regions: Characteristics of Gujaratis, Bengalis, Punjabis, Madrasis etc.: Their geographical explanation.

**Picture-reading.**—Typical pictures of different natural regions: questions and exercises on natural scenery, vegetation, life and activities of the people etc.

**Part III. India, Economic and Political.**  
**A. Productions—Minerals Map-work.**—In an outline map of the Indian Empire mark the chief minerals found in the various parts.

**Problems and exercises.**—Obstacles to successful smelting of iron ore in India: Different sources of obtaining salt: Its manufacture a source of revenue to Govt. Uses of Mica: Uses of Manganese: Where it is exported to: Centres of production of

the principal minerals of the Indian Empire. Petroleum products and their uses: how kerosene obtained.

**Specimens** of the different minerals to be taken out from the school Museum and examined:

**B. Productions: Foodstuffs: Map-Work:**—In an outline map of the Indian Empire mark and name the areas where the chief foodstuffs are grown.

**Problems and exercises:** Why India mainly an agricultural country? Chief food-grains: Conditions of soil and climate favourable for their growth as well as for sugarcane: Other sources of sugar: The chief rice port and the chief wheat port of the Empire: Importance of millets and pulses for a large section of people: Spices where grown, and why there: The chief oil-seeds produced in India: Where exported to? From what port chiefly?

**Specimens** of the articles of the plants, or of the pictures of them to be examined.

**C. Productions: Fibres: Map Work:**—In an outline map of the Indian Empire mark the fibre plants cotton, jute, flax and hemp, in the areas where they are grown by black letters, and the animal fibres-wool and silk in red letters in the areas where they are produced, graduating the size of the letters according to the importance of the products in the various parts of the Empire.

**Problems and exercises:** Contrast cotton and jute as regards the conditions of soil and climate favourable for their growth, areas of growth; ports of export. What products of flax and hemp important in India? Parts of India famous for shawls and silk: reasons.

**Specimens** of the fibres, the commodities or pictures of them to be examined.

**D. Productions: Drugs and beverages: Map-Work:**—In an outline map of the Indian Empire mark the chief drugs and beverages in the areas where they are produced, drugs in black letters, and beverages in red letters, graduating the size of the letters according to the importance of these products in the various parts.

**Problems and exercises:** Where poppy grown chiefly? Restrictions upon its growth: Decline in its trade: ganja and bhang obtained from which plants; what other commercial products do they yield: Why cultivation of Indigo has decreased considerably? Quinine how obtained: where grown in India: its original home. Compare the climatic and other conditions necessary for the

growth of tea and coffee: Parts of India where they are grown.

**Specimens** of the commodities, of the plants themselves or pictures of them to be examined.

**E. Forest products: Map-Work:**—In an outline map of the Indian Empire mark the chief forest areas, and write the names of the principal types of trees in each area.

**Problems and exercises:**—Conditions necessary for the growth of forests: influence of forests on climate: Distinction between evergreen and monsoon forests: Typical trees of each kind of forest: Grasslands and deserts in India, where situated: Characteristic vegetation of deserts: Usefulness of teak, bamboo, coconut, sandal wood: Where are the chief rubber plantations, and why there.

**Specimens and pictures** to be used and suggestive questions to be set on them.

**F. Animals and animal products: Map-work:**—In an outline map of the Indian Empire, mark the chief wild animals, domestic animals, and the chief animal products.

**Problems and exercises:**—Characteristic animals of the regions: Bengal tiger, Kashmir goat, Rajputana camel, Burmese elephant: Different animals used for transport in different parts of the country: Animals responsible for large human mortality every year: Chief animal products, and their importance as articles of export: Usefulness of the camel and the yak.

**Pictures** of animals in their natural habitat with appropriate, suggestive questions.

**G. Occupations and industries: Map work:**—In an outline map of the Indian Empire mark the agricultural and pastoral areas and the centres of handicrafts and manufacturing industries.

**Problems and exercises:**—Name the areas and centres marked above: Account for the manufacture of cotton in Bombay and Ahmedabad, of shawl in Kashmir and Punjab, and of jute in Calcutta: Chief manufactures of Cawnpore: Markets for the different manufactured products of the Indian Empire.

**Specimens** of manufactured products and pictures of typical scenes in industrial centres: suggestive questions thereon.

**H. Communication: Railways and waterways, Steamer routes: Map work:**—In an outline map of the Indian Empire mark the chief railways, and name the principal stations and junctions. Mark the chief steamer

routes also by dotted lines; and indicate by a red hollow dot the chief ports of India, and by a small red dot the smaller ports visited by coasting steamers.

**Problems and exercise:**—The greatest and least development of railways, where and why: Chief considerations determining railway routes with examples: Instances of railways in India laid, (i) along a river-valley, (ii) across a desert, (iii) across a plateau, (iv) across a mountain barrier through a pass or a gap. Why is there no railway communication between India and Burma: suggest possible routes: Describe the shortest route from Madras to (i) Rameswaram, (ii) Trivandrum, (iii) Mangalore, (iv) Bombay, (v) Peshawar, (vi) Delhi, (vii) Benares, (viii) Calcutta, and (ix) Hyderabad (Deccan), and (x) from Karachi to Calcutta.

Mark the navigable rivers and canals in green: Compare their relative usefulness: Backwaters: Account for the comparative paucity of water communication in India.

Note on the steamer routes the distances and the time occupied in the voyage between (i) the chief Indian ports and Colombo, (ii) between Bombay and Aden, Port Said, Brindisi, Marseilles, London, Zanzibar and Durban, (iii) between Colombo and Aden, Durban, Freemantle, Singapore and Yokohama, and (iv) between Rangoon and Madras, Calcutta, Colombo and Singapore. Mark in the map the cables in thick lines, and the cable stations in thick triangles. Describe a coasting voyage from Karachi to Calcutta, stating the ports and the coastal features passed. The importance of the position of India at the head of the Indian Ocean in helping her foreign commerce; The Hinterlands of the various ports: articles of export produced in each.

**Pictures**—of harbours, coastal features, a lock in a waterway, river-craft, ocean going steamers, of loading and unloading etc. with suggestive questions and exercises.

**Density of population. Map work:**—In an outline density map of the Indian Empire, colour the various density areas appropriately according to the colour scheme.

**Problems and exercises:**—Population of India: Cf. with that of British Isles, British Empire, China and the World: The chief factors on which the density of population of any region depends: Account for the dense population of the Gangetic basin and the sparse population of Kashmir Rajputana, and Upper Burma.

**Races, Languages, and Religions. Map-work:**—In an outline map of the Indian Empire mark the chief races—Kolarian, Dravidian, Aryan, and Tibeto-Burman where they predominate. Mark the chief Aryan languages in small black, the chief Dravidian languages in small red, and the Tibeto-Burman languages in small green letters. Mark the chief religions of India in the areas where their followers predominate in red capitals.

**Problems and exercises:**—The aboriginal peoples, their chief homes, characteristics and modes of life: Where Dravidians predominate: Where a comparatively pure Aryan stock is to be found: Name the areas where the chief Indo-Aryan and Dravidian languages are spoken: Proportion of the followers of the different religions to the total population of the country.

**Political Divisions: British Provinces, Native States and Foreign Possessions. Map-work:**—In an outline political map of the Indian Empire colour the British Provinces in red, the Native States in yellow, and the foreign possessions in green. Enter their names as well as those of the Imperial and Provincial capitals and the capitals of the chief Native States.

**Problems and exercises:**—Which of the provinces have natural boundaries: Cf. the chief provinces as regards their areas and population: Summer and Winter headquarters of the Imperial and Provincial Governments. Name some of the largest and some of the smallest of the Native States and give their areas and population: What is the proportion of the area and population of British India to the area and population under Indian Princes. Classify the Indian States under four groups, Muhammadan, Rajput, Mahratta, and Sikh: What is the political status of Afghanistan, Nepal and Bhutan: Mention four important states in Rajputana Agency, and four in Central India Agency. Compare and contrast the states of Kashmir and Hyderabad: Contrast Eastern and Western Rajputana. Total area and population of foreign possessions in India.

**Map work Towns and Cities:**—In an outline political map of the Indian Empire mark the principal historical towns by a square dot commercial centres by a triangular dot, manufacturing towns by a round dot, University towns by a small square, sacred places by a small triangle, military stations by a small circle, and hill-stations by a cross; and enter their names.

**Problems and exercises.**—Distinguish between a city, a town, a village. Mention the chief factors that account for the origin and growth of towns: Where do you find a large number of cities and why? Why are the hill stations necessary in India? Where would you expect the largest number of hill-stations and where the largest number of military stations, why? What are the following noted for: Raniganj, Jubbulpore, Ahmedabad, etc.

**Pictures.**—of various cities can be shown on the stereoscope or the lantern, or from picture-books, and suggestive and stimulating questions and exercises set on them.

**N.B.**—The above merely indicates the method and the topics; and the exercises or topics found to be too difficult for the class might be omitted, and other exercises similar to the above might be added by the teacher.

Reprints of the above syllabus are available for sale from the Secretary, The South Indian Teacher.

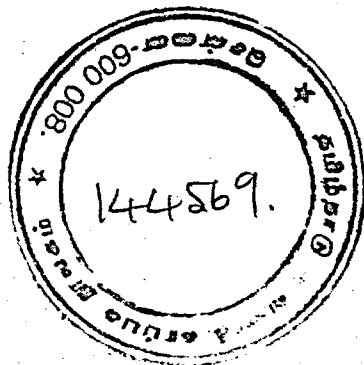
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## EDITORIAL

### A Recent Itinerary

#### Brick & Mortar

The recent itinerary of the Minister of Education in the districts of Tanjore and South Arcot seems to have been availed by managements and teachers' associations to press forward their grievances. The former asked for building grants and subsidies while the latter urged security of tenure, standardisation of salaries and provincialisation of services. To the first, in one case at least, the minister seems to have spoken of the necessity to limit the expenditure on brick and mortar. Provided that insistence is not laid on schools to provide accommodation of a particular kind, the reply, which did not refuse such grants for ever, was not unsatisfactory.

#### Subsidies and grants.

The second point urged by the managements was that money should be forthcoming for them in the form of liberal subsidies. In the case of many schools under local bodies there is a great necessity for a large increase in monetary help. From the point of view of subsidies, these schools may be generally divided into three classes:—those that came into existence in 1917—1919, as the result of the offer of cent per cent subsidies to local bodies that accepted the responsibility of managing schools, those that existed before, and those that came to be opened later. To the second class, G. O. 1007 L. Mis. dated 5-11-13, sanctioned certain grants. Part of it was for payment of increased salaries to the general teaching staff. The other part was for payment to Pandits and was much smaller in amount. It has already been said that schools that came into

existence as the result of the policy of 1918 had all their expenses under certain circumstances paid to them by the Government.

The third class of schools that came under local bodies or were started by them on their own initiative later than 1919 had no subsidy at all paid to them. The Government did not promise to pay anything to them in the shape of a subsidy.

These statements are true only as regards teaching grants. In other respects there was very little difference between schools under local bodies and those under private managements.

One cannot understand how the Government came thus to discriminate between school and school. Why did they come to think that the order sanctioning certain subsidies as early as 1913 did not require any revision until now? If finance was the cause, was it right that they should have proceeded to increase the number of schools under local bodies without seeing to it that the older institutions had not to suffer for want of funds. As it happened, a number of the schools that came to be newly established not only competed with the old established institutions for strength, but in spite of their initial advantage, have not even now been quite successful. They are still very small and are maintained at a high cost. It is not attempted here to prove they were not wanted. A right policy in the matter of education, secondary as well as elementary, is to bring it as far as possible to the doors of the pupil. But if economy was to be combined with efficiency, part of the money

paid for them could at least have been utilised for improving the older institution. In fact, there was an enquiry about 1919 from the Government calling for statistics of expenditure from these schools in the three years previous to that time, with a view to revise subsidies. Head teachers were everywhere busy preparing them and hoping as was afterwards seen to no purpose.

Yet another inconsistency has to be noted in this connection. The 1918 policy of expansion seems to have captured the popular imagination. Local bodies and others, but chiefly local bodies, began to think of high schools for their areas; and in most cases had their desire. But with this difference, the Government in sanctioning them, distinctly refused to give them a grant. Why did they do so? Did they think that with the first batch of high and middle schools that were started with Government help the expansion of secondary education should stop? Or, at least to them, its further expansion did not seem to be so great as to deserve a subsidy?

Yet another fact in this connection also deserves to be mentioned. In the case of the full-subsidy institutions, help was attempted to be measured by a rough and ready scale for all. There was one uniform scale of pay for all schools, large or small. A Government order stated that only a fixed sum was to be spent every year in the purchase of books and maps, apparatus, and furniture for every school. Taking things as they are into consideration, this sum was not bad. Many schools in the presidency do not get as much from their managements for the purpose. But what if a school that had prospered over and above

its fellows wanted more? Was a strict limit like that necessary?

This kind of disproportionate subsidies and their own necessities induced the managements of many of these institutions to make an almost annually recurring petition to the Government for increase in the payments made to them. It was also necessary in this sense that, if an institution did not apply for a grant, it was told that it could not have anything. But in several, we had almost said most cases, the reply was not satisfactory. After some delay and an attempt to learn the necessity, the management was told that it could not be sanctioned for violating some condition that was imposed, not on the particular school, but say, the full subsidy schools. We shall give an example. A certain school, lower secondary in status in 1913, but subsequently a high school, applied for enhancement of subsidies. Figures were given pointing to the necessity for such enhancement if the institution was to thrive. Among them was the salary paid to the L.T. Assistants. This did not conform to the rate fixed for the full subsidy schools. This was pointed out as a reason and the enhancement refused. The management immediately reduced the scale and applied for the grant. We do not know the nature of the reply given; but no grant was received. Thus did the action of the Government in certain cases at least, help to bring discontent to the teachers.

Coming once again to the speeches of the Education minister that gentleman has in more than one place spoken of a three years' fixture in the matter of subsidies. Here probably the minister has confused the question of subsidies with that of grants

paid to aided institutions. It is with aided institutions that such arrangements are entered into. As we have already said, there are local body schools that have seen no enhancement of subsidies since 1913, although they could have made out a case for a subsidy several times the amount they are now receiving, even in the year 1925, when, judging from the remarks of the minister, they were fixed last. In fact, local bodies have been told that the grant-in-aid Code does not apply to them at all in the matter of teaching grants. The comprehensive resolution about the revision of the Code passed at the recent conference of the S. I. T. U. in Vellore showed that those schools were differently treated,—one may add, in many cases, shabbily.

For, many of our local bodies are not well off financially. The difficulties they suffer from are proverbial. The District Boards are not quite so bad in most cases. Fortunately, there are few Taluk Boards that have high schools under them. But the poorer municipalities do not possess sufficient funds for their ordinary expenditure. And when a high school has also to be maintained, they are in an unenviable position when they have no funds, and the Government want them to balance their budgets by further taxation. But if, a municipality of the kind that is mentioned here attempts to do any such thing by itself, without a call from the Government, woe unto the council that takes up the responsibility. It is sure to go out in the next election. In the meantime, opportunists will be ready to champion the poor man against over-taxation and call for strict retrenchment in expenditure asking

only in return his vote for themselves in the next election!

The remedy proposed in the minister's speech is not bad. Equal treatment of all non-government institutions at least gives the opportunity to the Government to call themselves impartial in their treatment of schools. In fact this was a sore point with the managements of private institutions. The grant of what looked, in certain cases, like large subsidies to local body schools naturally roused them.

But unless these grants are on a really liberal scale and do not attempt simply to distribute the few crumbs that are now available more equitably, the situation is not likely to be in any way bettered. Once again the S. I. T. U. resolutions suggest the right way out.

A recent circular of the Director of Public Instruction in trying to carry out the Minister's idea, calls for the expenditure, incurred in the past three years. The proposal probably is to base on the data so obtained the amount of grants to be paid. It will be well to point out that this method is not likely to go far towards helping schools. It is not on the expenditure of the triennium that grants should be based. Many schools, which should have spent a great deal more in the interests of efficiency and would have done so if they had the means, have not done anything. A grant based upon their expenditure in those years would leave them in no better situation. The grand old policy of the Government which required Secondary Schools under local bodies to be self-maintaining has left enduring evil results behind. Many of the schools under them are understaffed, the staff is under-paid and the expenditure on equipment in them is

disastrously low. The best and perhaps the most reasonable method would be to ask them for a three years' programme in advance. In case such programmes are considered reasonable, sufficient amount to meet their extra expenditure should be made available, the actual payment depending on their carrying out the programme. All this no doubt means money; but it is money well spent in the cause of the future generation of this country.

### The Elementary Education Bill.

A bill for revising the existing elementary education act of 1920 that has been published has been attracting a good deal of public attention. Meetings have been held in different parts of the presidency and emphatic expression of strongly held views has been indulged in. The teacher-managers are anxious that their interests should be safeguarded and the members of the *ad-hoc* body created by the act under revision do not of course relish the idea of their institution being scraped and all powers vested in the Education Committee of the District Board. The several District Teacher's Guilds in the presidency that considered the proposed bill have all expressed themselves very strongly against the attempt on the part of the government to take away the right of granting recognition and of distribution of grant-in-aid from the Educational Councils to the department concerned. Another reactionary feature of the bill which has been strongly criticised is that it takes away the right of representation by election given to managers and provides for their representation through nomination. We are doubtful whether these are changes in the right direction. The district Edu-

cational Councils now in existence is a neutral body and with the giving it of more power it can certainly be made to function more efficiently. But the Hon'ble Dr. P. Subbarayan, in his address to Nilgiris Teachers' Conference says, "But the experience that has been gained by the Government in the working of the Elementary Education Act has proved that it will be best if this power of recognition is in the hands of the department. Because as the D. E. Councils are constituted to-day what happens is that if a local body is jealous of an aided school near by, local body elements who are rather influential and preponderant in the D. E. C. naturally open and encourage local body schools. The result is that the aided school itself is killed because the local body has more wherewithal to conduct its school than an aided school," and he adds that "the Education Committee of the District Boards will have enough power to tell the department what kind of education they are to give the children of the locality and also what amount of grant that should be distributed." We are afraid that the misuse of power by local bodies will still continue as they are sure to have more influence with the department. It would therefore be better if the existing councils are retained in a modified form and given the administration of the Elementary Education Fund.

However, it is in our view a minor matter whether an *ad hoc* council like the existing D. E. C. or the proposed school committee is in charge of administration. But by far the most important feature of any bill is the way in which the Government proposes to distribute its grant to the various agencies. In his address quoted above the minister for

education referred to the rapid advance the Punjab Government have been able to make in the matter of compulsory elementary education, particularly in rural areas. But the reasons for such an advance in that province are not far to seek. Their principle of grant-in-aid is more human. It is in fact like a wise parent helping his children according to the needs and requirements and not merely dealing out some help in a mechanical way equal and alike to all. It is based on the Government recognising its own ultimate responsibility in the matter of Elementary Education and trying to discharge its own legitimate function with the help of the local resources to the extent they are available. The fact that in a particular area local resources are not available to the required extent is no justification for the government not developing that area educationally. It is there that the Government ought to come to the help of the local body with a liberal grant. So far as we are aware this aspect of the financial responsibility based on this fundamental duty of Government to the masses in the matter of education has not been discussed in the province nor has the Hon'ble Minister for education seems to have realised it. If compulsory elementary education is to be successful in the rural areas of our province, the Government should realise its responsibility and should modify its principle of distribution of grants in the manner suggested above.

We are however, glad that Dr. Subbarayan, has realised that "the salary that is now obtaining for the elementary teacher is not one that the province can be proud of," and, as Sir Sankaran Nair has observed, that "unless the teacher was paid well he could

not do his best, however willing he might be to give his best to the pupils." The Hon'ble Minister for education is reported to have assured the Nilgiris Teachers that under the proposed elementary education bill it will be possible to enforce at least a minimum salary of rupees twenty per month. He has also assured them that a scheme to guarantee the teachers a certain amount of permanency will be introduced when the proposed bill comes into operation.

### The Grant-in-aid Code.

When teachers and managers urge on the Government, the urgent need for a revision of the Grant-in-aid Code, Government invariably plead that the matter is under consideration. But a few days ago, quite silently, without any of the usual formality attendant with a revision or an alteration in any important section of the Code, the Government issued a communique, making an important alteration in it to the effect that grants shall be withheld from institutions which refuse admission to any pupil, on the ground of the cast or community to which he belonged. While we are in sympathy with the object of the Government we cannot but express our disapproval of the methods adopted. We would have preferred a comprehensive discussion of this problem along with such questions as religious instruction in schools, admission of Indians in European High Schools, reservation of seats for pupils of a certain community in certain schools and colleges and the like before Government ventured on this piecemeal reform.

## NEWS FROM ASSOCIATIONS

### The Tanjore District Teachers' Guild.

At a meeting of the Exve. Committee of the Guild held at Tanjore on the 28th April, the Elementary Education Bill was discussed at great length and the following report embodies the recommendations made by the Committee:

We, in general, agree with Mr. Statham that Elementary Education has made comparatively little progress in our Presidency and there has not been proportionate lasting return for the money spent upon it. We hold emphatically with Mr. Statham that Elementary Education is the primary duty of the State and that the expenditure on it should be the first charge on Provincial and local revenues.

We concur with Mr. Statham in that the existing Dist. Edl. Councils have not functioned properly; but we cannot subscribe to the total abolition of these Councils as contemplated in the Bill. We recommend the retention of a central body like the Dist. Edl. Council in the place of the School Committees proposed in the bill and suggest that this Council shall be invested with all duties and powers entrusted to the "Education Committee."

We recommend the following constitution for the Dist. Edl. Council which we hope will work efficiently in harmony and co-operation with the Department.

#### THE CONSTITUTION OF THE PROPOSED EDL. COUNCIL.

- (a) Ex-officio members: 4.  
The Dist. Collector; The President, District Board; The Dist. Educational Officer, The Deputy Inspectress of Girl Schools.
- (b) Representatives of the Dist. Board: 5, to be elected not necessarily from among themselves.
- (c) One member to be elected by each Municipality (6 for this district).
- (d) Mission and non-Mission aided managements 4 to be elected.  
Teacher managers 2 "
- (e) Elementary School teachers 1 to be nominated.
- (f) Women 2 Do.

(g) Minority and special interests 3 to be nominated, preferably Educationists.

Total 27

The President and the Vice-President are to be elected by the Council.

We cannot approve of the power of recognising schools being given away to the D.E.O. and are strongly of opinion that it should vest in the Dist. Educational Council itself as at present.

A paid secretary should be appointed, in rank and status not inferior to those of a senior Deputy Inspector of Schools. This is necessary in view of the heavy work falling on the Council which has to be properly and promptly discharged.

It is true that the consolidation and expansion of Ele. Education may require some addition of the Inspectoral staff, but we cannot endorse the idea of creating several highly paid officials. We would rather recommend some addition to the subordinate inspectorate on whom it is the brunt of the work will fall.

We strongly recommend in this connection that a minimum starting salary of Rs. 20 with a suitable scale should be fixed for Ele. school teachers and the same should be made a condition of recognition.

It is in general, advisable to have separate schools for girls but wherever it is not practicable we may resort to co-education.

We are emphatically of opinion that special schools like the labour and kallar schools ought to go and should be placed under the management of the Dist. Edl. Council.

We are in full agreement with the provisions made in the Bill for financing Ele. Education and for compulsory attendance and with other clauses not touched upon in the report.

N. G. PONNIAH.  
R. SWAMINATHA AIYER.  
V. RAGHAVA AIYENGAR.  
P. SWAMINATHA PILLAI.  
G. ARAVAMUDA AIYENGAR.  
N. KALYANARAMA AIYER.

## NEWS AND NOTES.

### Vernacularisation.

In making a few suggestions on the reorganisation of secondary education, a correspondent writes in the Hindu Educational Supplement of June 6th:—

Vernacularisation has certain obvious initial difficulties. The most important of them is the difficulty of finding suitable Vernacular books in all subjects, and, particularly in science subjects. But fortunately for us, text books are being rapidly produced in large numbers and we are sure that with increasing demand there will be an increasing supply. Thus, demand will stimulate supply. We know what amount of stimulus the permissive proceedings of the Director of Public Instruction has administered in respect of the production of books on the History of England, Science, etc., connected with the subjects relating to the S.S.L.C. examination. The argument of those that want us to wait till the needful supply of vernacular books is forth coming is thus clearly seen to hold no water. Another difficulty, nay, objection, that is advanced to the vernacularisation of studies is that it will bring about a deterioration in the standard of English of our pupils. This objection is characterized by a fear which is more imaginary than real. If English is made a compulsory second language and the teaching of the Vernacular is well organized, a better knowledge of the Vernacular will mean a better acquisition of the foreign language. Moreover habits of correct, clear, and coherent thinking, as well as expression of thought should be formed only through the vernacular and when once they are so formed through the vernacular in the early stages, the linguistic attainment so acquired will be available in the matter of the acquisition of a foreign language as well. Consequently, a better and more efficient organisation of the teaching of the Vernacular, and of the other subjects of the curriculum, will, far from affecting the standard of English of the pupils adversely, only help to contribute towards further raising the level of proficiency in English. This cannot abrogate the plea that the teaching of English also should be well organised under the proposed new dispensation of vernacularization. It will therefore be seen that the cry "English will be in danger" is unsound pedagogically.

Besides vernacularization, the vernacular should be given its rightful place as the "queen" of the curriculum. In that event our

pupils will get to acquire a wide and deep knowledge, and a legitimate pride in our language and literature and vernacular learning will receive a great impetus.

### Secondary Education in the Philippines—Its defects.

The Board of Educational Survey in their report on Education in the Philippine Islands remark "With the organisation of the present system of Public High Schools, the way to the higher education was opened to the masses. These schools have grown with great rapidity. A fair proportion of those in attendance come from the less favoured classes. Certainly thousands who would have been denied the opportunity of secondary education under an earlier dispensation are attending the secondary schools..... But a searching examination of this system reveals certain tendencies so dangerous as to make one wonder whether the evil does not outweigh the good.

Gifted boys and girls from the unprivileged classes and particularly from the agricultural population are attracted to the high school. Years of leisure for their children are often provided by parents who are scarcely able to carry the burden and a costly form of instruction is provided by the state. What is the return on this expenditure? These young people forsake the life of their own people, develop a contempt for manual labor, seek membership in the intellectual occupation, drift to the towns and cities, and in many instances prey upon their more ignorant fellows. They get no satisfaction from handling the low, hammer and saw, but seek salaried positions in profession, commerce, or Government office. To be sure, individuals must be prepared for such occupations, but no school that points in this direction can adequately defend the policy of attracting large number of pupils..... Obviously this is a form of economic suicide and no country can prosper which thus lives on its own capital. No society should tolerate, much less maintain, an educational institution which even lends support to the development of such attitudes. We should characterize such a system not as democratic but as narrowly and crassly individualistic. It is a system designed to cultivate bitter rivalries among individual and violent antagonisms between classes, rather than to contribute through intelligent collective effort, to the solution of the problems commonly faced by men." We hardly need point out that our

present system of secondary education is almost identical with what exists in the Philippine Islands and the strong indictment of the Philippine Secondary School, quoted above, might be applied with greater force to the Secondary Schools in our province. Will our educational authorities and the newly constituted S. S. L. C. Board consider this serious defect in our Secondary School system and be guided by the recommendation that have been made by the Board of Educational Survey, Philippines?

### Western Education in India.

A correspondent wrote in the "New Statesman" of the 5th ultimo:—

Though we have succeeded in governing countries like India and Egypt with tolerable efficiency, and in adding enormously to their material resources yet in the matter of education we have made a sad mess of things; and it is this more than anything else which has made the later development of our Imperialism—the policy of slowly granting self-government to subject Asiatic peoples, so very unsatisfactory. For we naturally want them to continue in the tradition of our own government, essentially western as it is; and the only natives who are capable of doing this are those who have received a western education in some form or another, who have, that is to say, been most successful in adapting themselves to a new language and to new methods of thought. And these are in general particularly mediocre and uninspired persons; too adaptable to have any firmness of character or thought.

Just here lies three quarters of the trouble. The successful Indian in government service is a successful imitator; but what India needs today, and needs so badly that nothing hopeful can happen there until it comes, is positive and creative ability of an intense indigenous character. For it has a new problem to solve: the problem of how an eastern people is to govern itself so as to be able to hold its own in a world that is dominated by western standards. Japan has found a solution of sorts to this problem, and Turkey; and China may when her immediate trouble has burnt itself out; but India and, to a lesser extent, Egypt seem as far away as ever from doing so.

If one examines the Government system of education prevalent in these countries this is not at all surprising, for it is modelled on the most wooden and examination stricken of western schools and colleges. From his earliest years in the high school an Indian boy must begin to

pass examinations. He comes to think of education as meaning this: a progression from one department to another by means of furious cramming and of nervous writing of examination questions, in which linguistic ability and memory score most heavily. Anyone who has marked matriculation or intermediate or B. A. papers in India will know how rare it is to find any trace at all of independent thinking in them. For the most part they are pale and lifeless reproductions of unassimilated facts which have been heard or read.

In the first place we wanted clerks to do the routine work in Government offices. They needed no initiative—indeed in the steel-frame days it was definitely a disqualification for them to have it—only the habit of blind obedience. And so a machine was set up to produce them abundantly. This machine is still the type of Government educational institution in India; and its product is still of the same clerkly order. From it must come the teachers and professors to carry it on; and they will normally be just a little worse, even at machine educating, than those under whom they studied themselves. So that there is a steady process of deterioration going on. What hope then for dyarchy or for any other scheme of constitutional government when those who are to work it are educated in such a manner? Moreover the very badness of the type fixes it just because its drab minded products, unable to conceive anything better, cling tenaciously to it, since it provides them with a means of earning a livelihood and of enjoying a social prestige which they could in no other way obtain. It is the Indian-controlled university bodies which are most resolute in refusing to countenance any change in the present miserable system. Nor is there any hope or change from private schools and colleges, for since the examination certificates are the sole passports to the professions, it is only possible to attract pupils—and fees—on a basis of studying for them: which is death.

It is this deadlock which produces in men like Gandhi and the extreme nationalist the mood of out and out non-co-operation. They feel that to continue along the present line of development is to continue to be made foolish, and that the only hope is a complete break with all western influence. They want to begin over again, however stormy the beginning may be, for they believe, in all seriousness, that the only other alternative is to lose their souls. The rest, who cling to the present system for the sake of safety and comfort, go on using

their pompous wordiness and stilted English prose to say precisely nothing.

This does not mean that the non-co-operators are right, or that western education, in itself, is bad in Asia, as the die-hards and "men on the spot" suggest; but only that, up to now, it has been exported rather than transplanted, and exported in a very inferior form. It must be made to grow, and then it will produce men of a calibre capable of discovering and of giving shape to whatever kind of Government is good for their country. No Simon Commission can do this, nor any arrangement of treaties and reserved points, but only minds and feelings which have been educated to sensitiveness, and are equipped with all that may be learned from the general experience of mankind, with at the same time, a religious knowledge of the soil and the poetry and the social feelings of the people in the country in which they have grown up.

Meanwhile all over India, in the smallest villages even, there are workless university graduates miserably idling away their lives and clinging, in melancholy fashion, to the coat and the shoes and the B.A. degree, obtained at the cost of such prodigious labour, which are the symbols of their shallow education. Some of them proceed to the study of law, and these may be seen in shoals in any small town that boasts a Court, sitting miserably behind the shabby boards that announce them to the world as B.A. and B.L. Vakil. So it is in Egypt. The effendis multiply and multiply, and there is little or nothing for them to do mainly because they are incapable of any work save the most meagre clerking; and clerks, in a predominantly agricultural country, are little needed. Though the Government spends one-third of its income on officials' salaries it cannot begin to absorb them; and the pieces of land on which they live become, as time goes on, smaller and smaller. Poor hybrids—their unhappiness is in their faces! With their tasteless clothes, and houses, ugly within and without, and graceless manners, and general condition of worklessness, theirs is indeed a sad lot in life.

### Certain Ideals in Woman's Education.

In the course of her presidential address at the Women's Conference, Her Highness the Maharanee of Travancore remarked:—

It appears to me that, as in other countries so in ours, our education must be organised with a clear perception of two distinct but by no means conflicting ideals. Every woman in order to be a comrade and help at home should share in man's education up to a certain extent so that there may be certain common interests and a perception of the common basis of action. But in addition, it should not be ignored that woman notwithstanding the possibility of her success in various professions and avocations till now monopolised by men, fulfils a distinct and complementary role and an education should be designed with this end in view. Thus for instance in Japan, where as in Malabar, women always enjoyed a large social freedom the problem of women's education has been solved differently in the case of boys and girls. In the latter case, special attention is paid to supplementary courses for the benefit of those desiring to study such arts as are necessary for women. It will be observed from the Japanese curriculum how carefully the attention of the pupil is directed to all the requisites of life, the development of the body not being neglected, the cultivation of the aesthetic sensibilities being kept in view and the practical aspect of life not being ignored.

### Germany—The land with the Largest Number of Books.

An Argentinian statistician has just compiled the figures relating to the libraries of the world. He has confined himself only to important collections, that is, to those which have more than 50,000 volumes. According to his calculation there are in the world 1,038 important libraries with 187 million books. Europe has 669 libraries with 119.6 million volumes; North America 314 libraries with 54.1 million volumes; Central and South America 22 with 2.3 million books; Asia 23 with 1.1 million and Africa 3 with 200,000 volumes. In Europe, quite at the top, as the country with the largest number of books, stands Germany with 160 important libraries and 29.5 million volumes. Then come in order England with 101 libraries and 17 million volumes, Italy 85 and 13.3 million volumes, Austria 32 libraries with 5.7 million books, Belgium 19 with 3 million, Holland 18 with 3.2 million, Poland 14 with 2.8 million books and Spain 15 with 2.5 million. It will be interesting to know the figures for India:—"The Hindu"

## OUR LETTER BOX

### Scouting in Schools.

Sir,

It is now about a decade since an honest attempt was, at the instance of public and social workers, made by the Government to introduce scouting in the Secondary Schools of this Presidency. Yet the progress in the infusion of real scouting spirit among the boys and girls is very slow and far from satisfactory, although statistics might show increasing number of scouts in annual reports. Even the few organizations that claim to have keen and efficient scouts in them, have not yet sent out into the wider world their members for effective form of social service. With the exception of a very few newspaper reports of the services of scout troops here and there, one feels with disappointment the absence of any social service on the part of scouts on occasions of large gatherings of people in populous towns and cities that boast of first rate educational institutions. Still less does one notice a stray scout awaiting opportunities of service at the Railway Station, in the streets and at points in towns where there are always such occasions for voluntary and relieving help.

It might be contended that the movement is only of recent growth and the remarks made above have been hastily formed. But popular movements in these days develop at tremendously rapid rates, and considering the support given by the Government, and quasi-government and public institutions, a period of ten years cannot be said to be too short. Whole time officers have been mobilised at state expense to advance the scout movement in this Presidency. These are arranging scout camps at various places for the training of Scout Masters and are sending out certified persons to start scout troops in their respective schools and keep them on going in order to do work among the people and for the schools. These Scout Masters of course succeed in starting scout troops and run them on for the first few years (say two or three) while enthusiasm lasts. But enthusiasm to be sustained must be fed. The parents of Scouts, and the general public do not give the encouragement to the desired extent. The school is unable to meet the additional expenditure from its own funds. The Educational Department refuses grants for expenditure incurred by the managements of Institutions on this item of school work.

The Scout Master is generally a member already of the staff of a school with his usual teaching work. He finds time for scout work during holidays and out of school hours, and his work is to be free and voluntary. No remuneration is allowed to him for doing this extra work at the sacrifice of his hard earned leisure.

It is argued that the scout Master cannot claim remuneration and should set a better example to the scouts under training by rendering them free service that should be rendered without expectation of pecuniary rewards. But when one is a teacher to train the youth in the spirit of service to the public at large, he should be remunerated for tutorial work performed at the expense of his well-merited leisure moments. The charges in this behalf incurred by the management of schools should be taken into account for grant by the department.

In addition to this, a certain portion of the equipment maintained in the school for its scout troop should be furnished at the expense of the state. It is hoped that the above suggestion will be considered at the meeting of the Scout commissioner to be shortly held at Ootacamund and suitable decisions arrived at calculated to promote real scouting spirit among the scout organizations and troops in this presidency.

There is a proposal to appoint a whole time graduate physical instructor on the staff of each high school. If he is also trained as a Scout Master and charged with the scouting activity of the institution to which he is attached every institution will ere long possess a scout troop and the tone of the work is sure to be considerably improved and well-sustained.

L. M. High School } C. Ranganatha  
Gooty } Aiyengar,  
5-6-28 } M.A. L.T.

### Trained Teachers and the University Examinations.

Dear sir,

The Syndicate of the University of Madras has, in consultation with the Academic Council, been good enough to exempt bonafide teachers (Secondary grade) of 3 years' standing in a recognised secondary school, from the production of necessary certificates of attendance in a college thus enabling such teachers to appear for the Arts Examinations. Still there seems

to be an ordeal in the way of teachers, namely, that they must have secured eligibility in the S.S.L.C. Examination. This rule certainly holds good in respect of those who sat for the S.S.L.C. Examination after the advent of the eligibility system. What about the case of those who have completed their course prior to the eligibility rules and taken to the teaching profession, of course, after training? Are they denied the privilege which their juniors enjoy simply because of their having secured eligibility? How does such a long-coveted for exemption help these teachers?

If it can be laid down and accepted on all hands that the passing of an examination is not the only sure criterion to test one's attainments and abilities, the so-called form of exemption granted to appear for the University Examinations, must be broadcast and thrown open to all, irrespective of marks obtained in the public examination or securing eligibility, in as much as the candidate has been a trained teacher of not less than 3 years' standing. This fact has also been voiced forth by the XIX Provincial Educational conference in Decem-

ber last, held at Vellore in its resolution which runs thus:—

"This conference appeals to the Academic Council of the Madras University to recommend to the Syndicate to exempt all bonafide teachers of 3 years' standing and working in schools, recognised by the Director of Public Instruction from the production of necessary certificates of attendance for admission to the examinations of the University."

Unless and until one feels sure that one can sit for University Examination, of course, on sufficient preparation, one will not dare forego the examination fees and other expenses which one has to incur, especially in these days of hard living.

So, will the Syndicate be good enough to consider the question at once and remove the ban on the poor secondary grade trained teachers who ardently desire to improve their educational status to be better able to discharge their duties?

Kuppam. } N. KRISHNARAJAN.  
9th May, 28. }

## REVIEWS.

The Love of Mangayarkkarasi and other Stories: by V.V.S. Ayyar. (Publishers. S. Ganesan, Triplicane, Madras. 12 annas.)

Little need be said of the talented author of this entrancing little book. As an Indian patriot and an educationist, V. V. S. Ayyar has commanded the admiration of his countrymen. His services to the mother tongue are no less.

This collection of short stories shows of one side of his many sided activities in this direction. They all breathe the pure spirit of Love. His heroes and heroines—they are of many lands—are fearless; they do and dare for the sake of their master passion, whether it be that love of their country or of those they hold dear in a way that must appeal to all readers. Two of the stories are connected with classic names in the history of South India, two others are adapted from Muhammadan romance; the story of Echo and Narcissus is taken from Greek Myths; the last is that of a heroic French family in the great war. Two more, inclusive of the pathetic tale of Rukmani as told by the people near the task—it can certainly tell many more beautiful tales if the interpreter were alive—are creations of the author's imagination.

All show a fine perception of human nature and are told in a simple, beautiful style. The book will make an excellent reader for the IV or the V Form. It has been approved for school use.  
C. S. R.

History of England in Tamil by N. Vasudeva Aiyar, M.A., L.T., Model High School, Saidapet, with a Foreword by Mr. C. N. Ekambara Mudaliar, M.A., L. T. Publisher S. Ganesan, Triplicane. Price Rs. 1-4-0.

With this we will be having only about half a dozen text-books on English History in Tamil, and hence the present one is quite welcome. As remarked in the preface this book differs from the others in its special features of questions at the end of each chapter. The book abounds in maps, charts, lists of events and genealogical tables. The language is simple and clear and it will be an advantage if the historical terms are translated according to a standard code. The book deserves of every support from history teachers and headmasters of schools. It is suitable for form IV. —V. J.

[The two books mentioned above can be had of Messrs. R. V. Nathan and Co., Booksellers, Triplicane, Madras.]

Elementary Science. Books I and II for forms I and II respectively by Dewan Bahadur K. Rangachariar. (Published by P. Varadachary and Co., Madras. Price Book I, 0-12-0, Book II, 0-12-0.)

These companion volumes by Dewan Bahadur K. Rangachari supply a long felt want. As against the persistent demand for compulsory science teaching in our schools, in the vernacular, we are told of the absence of suitable text-books and the lack of vernacular equivalents of scientific terms. Mr. Rangachariar in writing these books while supplying the need has carefully borne in mind the main object of a general science course for the middle school boys and his books are truly the 'science of every day Indian life.' It is this feature of the volume coupled with the simple language selected to denote clearly scientific terms that makes them very attractive and useful.

The books are designed to create in the pupils a scientific mind. They are based on the principle of experiments, observations and inference. Suggestive experiments and questions are given at the end of each chapter. We congratulate both the author and the publishers on their successful venture and trust they will complete the series shortly.

A hand book of S.S.L.C. Chemistry by Messrs. R. Sankara Aiyar, B.A., L.T., and V. Sreenivasa Aiyar, B.A., L.T., (Publisher. R. Thirumalai & Co. Price, Rs. 2.)

This is a neat handy volume written to suit the needs of the S.S.L.C. pupils in high school. It is based on the Departmental syllabus and the authors have succeeded in their aim viz. to make it useful both for the Theoretical and Practical Study of the subject. Suggestive questions are given under each chapter and valuable appendices, giving tables

of Aqueous Tension, Density of Solids, Solubilities of Salts, etc., and a table for systematic qualitative analysis are also given.

This hand book is the result of several years experience in chemistry teaching and laboratory work of the authors.

#### Cross words Magazine.

We are glad to acknowledge receipt of Vol. I, No. 405 of the Cross words Magazine published by the Cross words Syndicate, Chingleput. Price single copy Rs. 1-3-0. It is published on the 15th and 30th of every month, and devoted to Cross words, Art, Sport, Literature, Commerce and Industry. We dare say it is very valuable for those engaged in solving cross word puzzles, but the publishers have carefully included in it articles of general interest, covering all subjects, that it is sure to interest the lay men. In a recent No. Mr. K. R. R. Sastry continues his interesting article "From a Rural Retreat," describing the peasant in debt. The "soliloquy" on Donkeys by Padmini, and 'a masquerade' by Venkata Krishnier are sure to give enough wit and laughter 'Selling by hire purchase' by "Kohlazy Ram" is sure to interest business men while My Shelly and the Freedom of the Sexes afford rich mental food for the thoughtful.

We wish our young contemporary every success.

#### Exchanges.

|                                        |                                           |
|----------------------------------------|-------------------------------------------|
| The Cross words Magazine.              | 15th April, 30th April and 31st May 1928. |
| The Student                            | ...                                       |
| The Indian Educator                    | ...                                       |
| The Educational Review                 | ...                                       |
| Rural India Vol. 2, No. 10.            | ...                                       |
| The Indian Review                      | ...                                       |
| The Vaitrani, Vol. 2, No. 8.           | ...                                       |
| Vidyapatrica Khojjilipeta, Masulipatam | ...                                       |
|                                        | 26th May 1928                             |

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|---------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|
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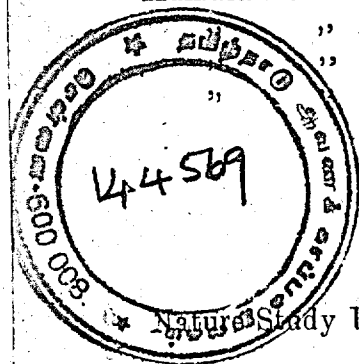
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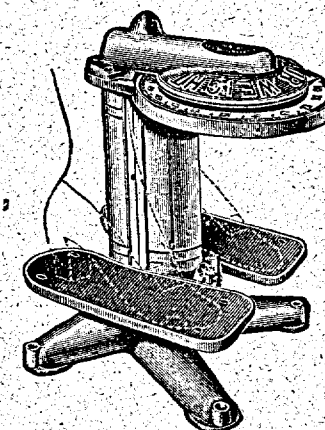
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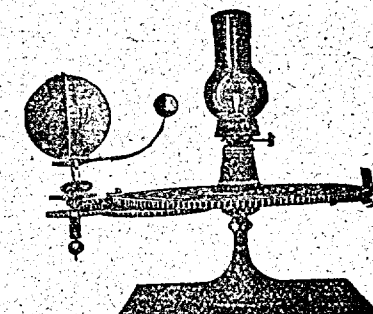
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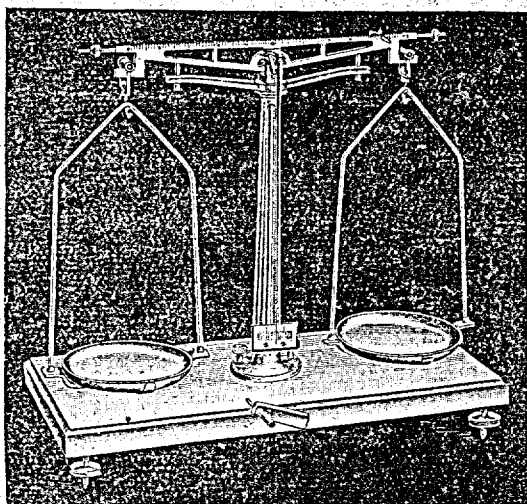
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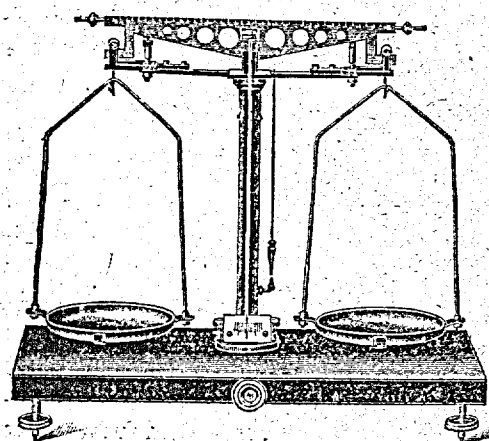
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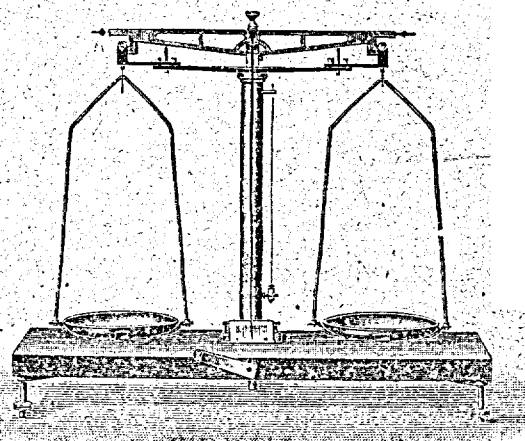


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