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PLAYGROUNDS AND DIRECTED GAMES*

By Dr. A. G. Noehren M. D.

AMONG the fascinating Buddhist bas-reliefs carved on the pillars of the Sanchi gateways, dating back to the time of the Emperor Asoka, are the quaint picturisations of the happy gambols of little children at play. This instinctive trait of normal childhood has been universal in all ages among all peoples. Attractive playgrounds need no special pleading, no laborious educational propaganda, no clash with orthodox public opinion, to make them popular. Open such a recreation centre in the heart of a congested area, under the direction of a technically-trained Indian supervisor who regards his vocation as a mission, and the response will be immediate because its appeal reaches one of the most vital instincts of the child.

Intelligent direction and stimulation of the child's play instincts however goes much farther than this. A good playground minimises many social evils. The child which later develops tuberculosis, defective posture, vicious or immoral tendencies, is usually the

child which has missed the priceless boon of a vigorous, healthgiving play life.

Wisely-directed competitive games and the ideal kind of exercise which they involve as a natural by-product, not only develop firm muscles, buoyant vitality and resistance to disease, but tend to promote group loyalty, initiative, and unselfishness. Obviously then it becomes the duty and privilege of the State to encourage its growing children to develop a high standard of physical vitality. Supervised playgrounds, made available for the masses, are the most natural and most powerful means of bringing about this result.

In England, until quite recent times, a playground was invariably a large, open space where the splendid English games of Cricket, Rugby, Soccer, Hockey and the like were played. But supervised playgrounds became necessary to conserve the vitality of the children growing up in modern city conditions. Such playgrounds were opened in America and England partly due

to State agency and partly to private enterprise. On these open playgrounds less formal games could be played by large numbers on a small space under proper supervision, and 'model' playgrounds, such as that at Blackpool, New York City, etc., are making a notable contribution to the health and vitality of the race.

We have thus sketched briefly the origin and growth of "modern supervised playgrounds," in order to distinguish them from more open spaces reserved for the use of teams playing cricket, football, baseball and the like. There will always be a demand for both types of playground. The supervised and more intensive form is not meant to supplant or discourage participation in the splendid national games, but to supplement these in an effort to place a wholesale play life within the reach of every youth, a problem greatly intensified by modern crowded conditions of city life.

May we now survey the situation in India, in the light of the experience gained in the West. That Indians have the capacity to play the formal games with exceeding ability has been abundantly proven by the records put up by individual Indians in international tennis matches and the close competition offered by Indian teams to European teams in the ever-increasing number of tournaments promoted throughout the country. But it is only a few and not the many who thus participate in games. In any High School in India the proportion of students regularly engaged in some form of play life is desperately small, and the very youths most in need of exercises and recreation are neglected. The masses by whose health we measure the national Physical Efficiency are not reached.

This problem can be solved in two ways which supplement each other. The first, which affects almost exclusively the comparatively small number of Indian students, is a more rational utilisation of the time known throughout India as the "drill period." Unfortunately in most cases this consists of a few monotonous movements and there is nothing in the way of relaxation from the enforced mental concentration of the classroom, nothing that would appeal to a child's normal instinct for play. However given a resourceful instructor, who has been trained in the technique of the direction of informal play, the distasteful drill period converted into a recreative period is hailed with delight by every routh. You have, in other words, created on every school compound just the kind of playground we are considering.

We have, finally, to consider another solution of the problem, designed primarily to meet the greater need of those underprivileged classes not found in schools. We refer to what may be termed the "community play centre," not necessarily attached to a school. Experience in other countries, and particularly in India has taught us certain fundamental conditions that have to be met to ensure the outstanding success of such a playground.

First, the playground must be located in the heart of a congested area. Children will not go to a distant place for their recreation, the playground must be brought to them. This introduces the tremendous financial difficulty of actual finding and acquiring a ground so located. Recently, the Improvement Trust of the Lucknow Municipality tackled this problem with commendable

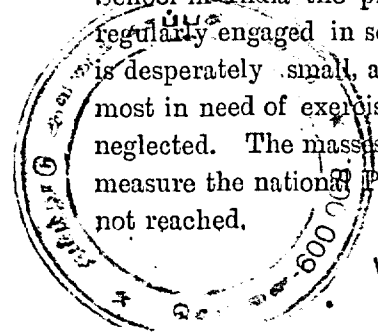
courage. Having obtained an actual photograph of that deplorably congested and insanitary section surrounding the Chouk, seven more or less equidistant squares were selected, the buildings demolished and either a park or playground substituted. We think at once of similar condition at Mazgaon in Bombay, the walled city of Lahore, the Chitpore section of Calcutta, Georgetown of Madras, and a host of other congested centres breeding disease, squalor and unhappiness. Where a crowded section is known to be insanitary and where there is an urgent need to provide the people of the vicinity with an adequate breathing space, the use of all or part of such converted land, as a public playground, immediately changes it from being a dangerous source of disease to a health producing centre. Such radical measures may precipitate temporary hostility even when adequate compensation is made, but any group of City Fathers to whom the health and happiness of their city is of primary importance will not hesitate to apply the remedy, and surely the growing generation will live to call them blessed.

Secondly, the playground should be enclosed by a pucca fence, so that it may be completely closed during those parts of the day when the supervisor is not present.

Thirdly, the equipment which should be designed to attract children of all ages, boys and girls, should be arranged so as to leave the maximum amount of space for the playing of games. For the younger children, swings and see-saws arranged in a row parallel to one of the long sides of the playground interfere least with the use of the ground. For the older children, a composite

apparatus embodying flying and travelling rings, ladders, sliding poles, horizontal bars and possibly a spiral slide, should be placed near the fence along one of the short sides. One or more 'giant strides' may be placed in convenient corners. A small sandbox preferably under a tree, offers great attraction to the wee youngsters. The ground should be marked for the playing of various group games, such as playground ball, volleyball, basket bale and the like. A godown which can be locked should be provided where the supervisor can keep all movable apparatus such as balls, bats, nets, jump standards, etc.

Lastly, and most important of all, no such playground should be without a well-trained, responsible supervisor. In fact, the whole success of the venture depends on his character, resourcefulness and personality. The supervisor will lead groups in the playing of their games, encourage the backward children to get into the fun, promote informal tournaments and athletic contests, will see that a few children do not monopolise the swings, control the budmashes that might otherwise make the playground unfit for respectable children, and in general keep the activities going at a lively pace. He should organise a voluntary leaders' corps to assist him, give special attention to the very young, reserve an hour a day for the exclusive use of girls who may be accompanied by their mothers. Nor is the supervisor's service limited to the ground itself. He will probably develop into an influential leader of the community, visit the children in their homes, give advice to the parents of weak or backward children, visit schools in the neighbourhood, where school teams might



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be formed to compete in a playground tournament. The supervisor of the model Georgetown Playground at Madras, is called by the Tamil word meaning "father"; such is the vital relationship he has established with the children of the vicinity. On moonlight nights, the parents might be invited to the playground for a programme of Indian music and the like. For young men, eager to engage in a rewarding branch of social service, the playground, offers opportunities that are unique—for it is a well-known fact that the informal atmosphere of play brings you very close to the impressionable heart of a child.

The lot of millions of unprivileged children in this country is a very pathetic one. It is in childhood and youth that the foundation is laid for health, character and self-control, and the development of those is largely influenced by the proper direction of a child's normal instinct for play. The cost of a properly supervised playground when compared with the results is paltry; the response from the children themselves would be over-whelming and the beneficent effects on the future health of India incalculable.

Discouragement is a rustic bench that tempts us to rest a while when toiling up the mountain of achievement. We must rather push on the next turn in the trail, a corner that is called HOPE.

(*The Fiery Cross*).

"Can I to-night look back across the span
'Twixt down and dark and to my conscience say
Because of some good turn to beast or man
The world is better that I lived to-day?"

(*The Scooter*).

THOUGHTS ON PEDAGOGY.

V. Discipline in Education

By

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If discipline is necessary to education the best discipline for it is that which is not maintained. Enforced discipline is indiscipline in chains which, while they restrict its movements, have no power to change it to fruitful energy. The so-called 'strict disciplinarians,' our martinets, are, therefore, a sort of keepers of a sort of indiscipline.

The discipline that helps teaching cannot be obtained from school-rules and their sanctions. It must be a product of teaching itself, a tendency that arises out of it. The basis of right discipline is right teaching, and persistent indiscipline is a certain sign of wrong or bad teaching. Therefore the place of discipline in education may be expressed thus: *Discipline comes from good education and good education is made better education by discipline.*

The position partakes of the nature of a riddle to some degree. It perhaps requires some elucidation. Right teaching is sound education, which means self-education much more than passive reception of what is told. The greater part of right teaching must consist in the *teaching of pupils by themselves for themselves*. Even class-teaching to be worth anything at all must be based on this principle. The teaching of pupils by themselves for themselves means occupation to the pupils, and rightly done, an occupation of absorbing interest. Occupation is orderliness, which is also called dis-

cipline. Firstly, therefore, if natural discipline is to be desired, which is the one and only type of discipline worth having, the students must get to live in the idea that they come to school to learn. Secondly, when once they are gathered in the school they must be given the opportunity to work and learn.

The astonishingly large amount of idleness that one meets with in the average schools of to-day is the greatest menace to education that we can possibly think of. Idleness which is about the same thing as emptiness has never been known to be kind to education. On the other hand, all work is education of a sort. Mere unoccupied idleness, the hundred per cent. inactivity, is not to be expected from boys whose minds and limbs are restlessly impatient to grasp and see and understand the thousand new things that meet them in a new world of numberless shocks and challenges. If, therefore, the school refuses them work they will shift as they can to find it for themselves. It may be first the school-rules that they choose to lay their hands on. Or it may as well be their teachers themselves, whom they generally so much like to study by provoking some fermentation in their behaviour. Idleness puts on the physiognomy of useless and hurtful activity in one or other of its manifold forms. Beckoning chances in pleasing postures line the road from mere inattention in the class-room to sex-purience.

It must be owned that these too have some education to give, but the trouble is that it is not to receive this education that the young boys and girls come to schools.

Indiscipline in the sense we have understood it is very much in evidence to-day in most educational institutions. One of the commonest causes of this indiscipline is the failure of class-teaching as it has been practised. If any one thinks that listening is an easy enough art he does not probably know what he is thinking. In that form of class-teaching which has almost universally established its dominance in education the teachers work, the pupils witness, the teachers speak, the pupils hear. It is not so much as listening as merely hearing. Listening entails some conscious, controlled activity of mind. Such activity is too much to expect from the very young. Grown-up people having some experience of the amenities of the platform need not be told how soon they tire of even the best eloquence, how soon that saving sense of boredom creeps into them. That is why really successful eloquence is so rare. It is sheer senselessness if not inhumanity, unintended though, to ask the young a-hungering for exploration in a world just unfolding its mysteries to them to sit in correct docility and listen passively to the words of reputed wisdom that fall from the teacher's lips like so many hearing busts. Even words of the highest beauty and wisdom throbbing with the fire of life and the power to rule do not always get the atmosphere they deserve. And therefore when teaching takes the shape of telling, unless it be amply aided by force and unless the teacher is endowed with the rarest gifts, indiscipline must steal in with crafty

cheerfulness, which is its normal gesture. It is a good sign, after all. It means that boys and girls, tender as they are, cannot easily be subjugated. It means that they bear in their bosoms enough health to stand out a siege or two. Although surrender might be quite welcome to the school authorities it must be reckoned a loss if the sum of possible human values, not momentary gains, is what matters in education no less than in progress.

When people talk about indiscipline they do so with an unconscious certainty that the school-rules and school-methods of teaching are the 'last word' in this line. They would put down breeches with a heavy hand. They would simply shut the mouth that talks, simply run a hole in the ear that is closed and crush the fingers that write on the wall. It is all delightfully funny, and, what is more than that, it is sometimes effective, too. Only it is absolutely wrong. Given the proper opportunity for work the question of discipline need never rise for all we know. But suppose this opportunity is not there, try as we might, 'for all we are worth', indiscipline must continue to speak in various little acts that arise from the irrepressible energies of the young.

It is quite possible that in any school where the misfortune of false teaching is unusually heavy indiscipline might assume a character that calls for a drastic application of force. Even then the question must rise as to against whom this force could be appropriately employed. There is the Headmaster who is ultimately responsible for the health of the school. There is his staff of teachers who are in some measure responsible for the health of the classes under them. And

lastly there are the boys who bear no visible responsibility for the very reason that an all-embracing system of guidance has been superimposed on them. The counsels of force will have to be justly shared.

It is not however, intended, to exonerate the pupils altogether. Some may walk the wrong road with an air of omniscience and in a manner that invite some kind of pungent correction, but such pupils are only exceptionally met with and perhaps the educative idea cannot be readily adapted to them. In the main where students go astray a little investigation will lead us to the 'school' lying uncovered with the guilt in its bosom. The guilt is not very much less there because it has not been consciously, deliberately committed.

Methods of education and of school organization and management that are now in vogue have been, no doubt, built up with infinite care to secure the well-being of the young. We have been, for example, striving to make education as easy as possible to the young so that they might the soonest become educated. But far from being able to reap the harvest we have been so hopefully anticipating we are coming up against results as if we had sown a curious sort of dragons'

teeth. Easy education has led the young to idleness, emptiness, vociferous indifference and careless states of indiscipline. We must do the justice that examinations have at least prevented these qualities from getting worse than they actually are. The only reality in the present educational system is the coming of that stern fellow the Examination, and it is fear of him that keeps the young from completely rusting out, from completely going wrong. It might look curious, nevertheless it is true that examinations afford a good antidote to the prevailing educational system. They at least keep reminding us that if a man wont work neither shall he eat.

The peril of simplified education and the fallacy of a class teaching, which have resulted in various manifestations, small or great, of indiscipline are so important that they call for further study. We have, however, seen in the present article enough to know that indiscipline is a symptom of active pathological elements in education and unless these are removed, it must persist in one shape or another for all our laws and sanctions for all that our 'strict disciplinarians' might ever be able to accomplish.

THE VERNACULAR AND ITS PLACE IN OUR EDUCATIONAL SYSTEM.

(M. S. Sabhesan, M.A., Christian College.)

The place of vernaculars in our educational system is an old vexed question. No appreciable improvement has been made all these years in spite of the agitation in the press and on the platform. The position of the vernacular in our presidency finds a close parallel in that of Welsh, and I should like to commend to the notice of teachers the small but valuable book of "Welsh in Education and Life" published recently by His Majesty's Stationery Office. This book is a report of the Departmental Committee appointed by the president of the Board of Education "to enquire into the position of the Welsh language and to advise as to its promotion in the educational system of Wales." This report gives the proper answer to those who refuse to look into the future and will never allow anything to be done which is likely to improve the position of the vernacular. The prejudicial effect of this continued neglect of vernaculars has come to be clearly perceived since the introduction of the Montford reforms and the inauguration of the Non-Co-operation movement. The politicians who have till recently been indifferent to the vernacular have begun to realise what an extraordinarily efficient instrument the vernacular is in respect of the education of the people at large. If the place of the vernacular happens to be kept in the forefront at the present day, the credit should go to the politicians. Now that the hands of the politician are too full, it is the duty of teachers to understand

the situation aright and to give the proper lead to the country.

The unnatural position of the Vernacular as was once pithily expressed by a distinguished educational officer. On the occasion of the conference of the Madras Teachers' Guild when the subject of "the Vernaculars as the media of Instruction" was taken up for discussion, this educational officer stated with good deal of warmth that the question to be considered should strictly speaking, be not "whether vernaculars should be the media of instruction, but whether anything else can ever be the medium." It should be interesting to find out how this topsyturvydom has been brought about? Is it due to political reasons or is it due to a mentality which prefers to consider education solely in relation to a place in the public service.

Before this question can be answered, it is necessary that we should know what attention the vernacular has received in our presidency and what the attitude of the Government has been all along. Under the old regulations of the University of Madras, which were in force till 1909 the pupils in schools and colleges were required to undergo a course in a second language which in the case of the majority proved to be the vernacular. It was thus possible for a large number of graduates tuarned out every year to acquire some knowledge of the vernacular though the progress made came to be regarded as not quite satisfactory. The position of the vernacular is being gradually under-

mined consciously or unconsciously since the western system of education was introduced. The Indian University Act of 1904 along with the S. S. L. C. scheme has tended to operate effectively against the study of the vernacular. The vernacular happened to be thrown into the background, and under the altered conditions which provided only for a paper on composition, students could hardly be expected to make any progress. That the knowledge of the vernacular gained by students under such conditions is negligible is admitted by all. The slight changes that have recently been made in the matter of the second language do not count for much and it is obvious that the pupils do not have an opportunity of studying the masterpieces in the vernacular literature.

It does not seem to have been the intention of those who were responsible for the introduction of western system of education to allow the vernaculars to be neglected. The sum of one lakh of rupees set apart by the East India Company was no doubt devoted to the encouragement of the study of Sanskrit and Arabic. The point of discussion centred in those days round the desirability of making the knowledge of the sciences accessible to the people of this country through English. The decision that was finally arrived at by Lord Macaulay and Sir Charles Trevelyan did not affect the position of the vernacular. On the other hand, the importance of the vernacular in respect of the progress of the country seemed to have been distinctly understood. The despatch of 1854 makes the position clear. "It is indispensable, therefore, that, in any general system of education, the study of vernaculars should be assiduously attended to and any acquaintance with the improved European

knowledge which is to be communicated to the great mass of the people, can be conveyed through one or other of the vernacular languages." The institution of universities in 1857 proved a serious disturbing element. The universities made, at first, some provision for the study of the vernacular, and at one time the Calcutta University permitted the candidates for the Matriculation Examination to answer some of the papers in the vernacular. But unfortunately this concession was soon withdrawn, and all the universities vied with one another in laying undue stress on the study of English. The degrees awarded by the universities were regarded as passports for government service and western education in schools and colleges became in a sense "*vocational*." The struggle to secure a place in the public service enhanced the market value of the university degree, and the university degree depended upon acquiring a decent proficiency in English. It appeared legitimate to all concerned that the efforts of the student should be directed to the careful study of English. The study of the vernacular "does not pay" and it is no wonder that the vernacular far from becoming the vehicle of modern thought has been fast losing its ground. The danger resulting from the influence of the universities did not remain unnoticed and the government pointed out again and again the importance of the vernacular. The Government of India Resolution of 1904 states "that, in the pursuit of English education, the cultivation of vernaculars is neglected with the result that the hope expressed in the despatch of 1854 that they could become the vehicle for diffusing western knowledge among the masses is as far as ever from realisation." It

further points out that "it has never been the policy of the Government to substitute the English language for the vernacular dialects of the country." It is an irony of fate that the pious wish expressed in the despatch of 1854 should remain unrealised partly owing to the indifference of the universities and partly owing to the undue importance attached to a place in the public service.

The question of the vernacular may, for convenience be considered under two aspects: (1) the study of its literature, and (2) its use as the medium of instruction. As regards the former, it is necessary to have a clear idea as to the degree of proficiency in the vernacular that can be expected of pupils while leaving the school or college. A sound knowledge of the vernacular necessarily involves a study of standard works and adequate provision should be made in the timetable. It should be possible for a student who is leaving the school to understand any unseen passage in such works as Nalavenba, Naladiar and Bharatham. He should also be in a position to explain to ordinary men the facts of interest in history and science. A student who has passed the intermediate stage should, under proper training, have acquired a capacity to appreciate works of literary merit and to express his ideas in his mother-tongue correctly and with ease. If qualified persons be appointed to teach the vernacular and if they are placed on the same footing as the teachers giving instruction in other subjects, it is possible for a student to cover a fairly large field by the time he completes the intermediate stage. Opinion may differ with regard to the provision for a compulsory study of the vernacular in the courses for the B. A. Degree and B. A. Hons. degree

examinations. It is admitted on all hands that the post-intermediate stage should provide for specialisation of the courses. A compulsory study of the vernacular in the higher classes of the university must affect the standard in the optional groups. The idea underlying the compulsory study of the vernacular seems to be to enable a student to appreciate vernacular literature and to communicate his ideas freely to his fellow-men. It cannot be said that a student will not attain this degree of proficiency during the stay of six years in the secondary school and two years in the college. The interest of the vernacular will be safeguarded if it be given a place in the optional groups in the degree courses.

Now for the vernacular as the medium of instruction. As soon as the use of vernacular as the medium is mentioned, some persons raise up their hands in horror and cry out that English will be thrown out. Such hysterical statements are usually made to cloud the issue. It may be stated at once and without any reservation that the advocates of the vernacular do not intend to displace English. Nor is it their desire to minimise the importance of its study. They advocate the claims of the vernacular primarily on pedagogic grounds. Bi-lingualism has come to stay and there is the undoubted advantage in having within our reach "the mastery of a second language, a second literature, a second culture." What is required is that the educational system should be so designed as to enable the student to get the benefit of both vernacular and English. As matters stand at present, vernacular is a "mere subject" and the time of the pupils is taken up with the drill in the foreign tongue. "All their ideas will suffer

in precision and clarity if they first reach them through the (foreign) medium." Progress is necessarily slow and a large number of boys have to be declared unfit. The following are the chief points in the minds of the opponents of the vernacular and it is necessary to examine them carefully.

(1) English alone has a chance of becoming the *lingua franca*.

(2) It promotes political unity.

(3) It is the key to modern knowledge.

(4) There are no suitable books in the vernacular and there is the difficulty of technical terms.

(5) There are several vernaculars in our presidency, and the case of districts where more than one vernacular is spoken presents special difficulty.

(6) There will be difficulty in securing the service of qualified teachers and

(7) Students who receive instruction through the vernacular are likely to be inferior in point of mental equipment.

Granting for a moment that English is likely to become the common language which will promote political unity and make the modern knowledge accessible to the people of this country, the opponents of the vernacular cannot maintain that the present situation with regard to English is going to be materially changed. English will and must continue to hold a prominent place in the educational system and our opponents need not be alarmed. The inherent market value which the possession of a knowledge of English can always command will always act as a strong inducement to pupils to study English with care. Several distinguished educationists who have bestowed some thought on the subject of the vernacular medium are of opinion that a change

from the present system will make it possible for teachers to pay special attention to the teaching of English on approved methods. Members of the committee who reported on "Welsh in Education and Life" would "wish to place on record the fact that in those schools where generous provision of time is made for the study of Welsh, the general level of scholarship attained by the pupils in other subjects studied, is, without exception, at least as high as in schools in the same districts making little or no provision for the study of Welsh. In particular we were impressed by the fact that English, far from suffering by competition with Welsh, was generally better taught in those schools where Welsh was also a subject. One objection that may be levelled against the using of the vernacular as the medium of instruction in all non-language subjects is that it will reduce English to a "mere subject." The decision of the Director of Public Instruction which has been also supported by the Academic Council that half the number of hours of school-work might be devoted to the teaching of the non-language subjects in the vernacular suggests a way out of the difficulty. Each School will thus be free to choose for itself the subjects in which the vernacular may be conveniently employed. As for text-books and technical terms, it is the demand that should create a supply. The market will be flooded with books if it be known that most of the schools have taken advantage of the rule permitting candidates to answer the S. S. L. C. Examination papers in the vernacular. The plurality of vernaculars is no great objection since several of the districts contain population speaking only one vernacular. In the case of districts

like Chittoor, North Arcot, Madras, etc., the difficulty is got over by opening different sections, and a generous attitude in the matter of the grant-in-aid will help the management in undertaking the duplication of the staff if necessary. As for the Muhammadans, separate sections or schools may be started when the strength warrants it. The interest of the largest number should be borne in mind and it must be remembered that even in the case of Muhammadans and others who may happen to be in districts where their mother-tongue is not spoken, the vernacular of the district is not so foreign to them as English nor are they really ignorant of the vernacular of the district. The problem of competent teachers may no doubt appear as a serious one since the existing teachers have been trained under old methods. But special arrangements should be made to equip them for the special task. Instances of schools where teachers have begun to adopt the vernacular medium are not wanting. Vernacular is freely employed in the lower classes in many schools and in some schools teachers find it necessary to use vernacular now and then in the upper classes. Teachers may be trusted to rise equal to the occasion since this question of the vernacular is frequently coming up for discussion at the conferences of Teachers' Guilds.

Now for the last point of inferiority? Sir Harcourt Butler speaking on the motion of the Hon. Mr. Rama Rayanagar (now Raja of Panagal) in 1915 in the Imperial Legislative Council said that "in his own experience and that of many competent educationists there was markedly greater intelligence in the boy whose education had been conducted through the medium of the

vernacular until the highest classes of the school were reached than in the boy who had his education conducted in English." The Government of India resolution of 1913 records that "there is much evidence to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally."

The advocates of the vernacular are on firmer ground when there is overwhelming evidence to show that, in spite of such extraordinary attention paid to English and in spite of the strenuous efforts made on behalf of the study of English, the proficiency in English and other subjects is far from being satisfactory. A perusal of the evidence of some eminent persons before the Calcutta University Commission will leave no doubt in the mind of any unprejudiced person. Mr. J. R. Barrow says "The experiment is, in itself, a daring one, since at the best it means that boys are having their foundations insecurely laid while at the worst, as in Bengal, not only are the foundations imperfect but the whole superstructure is rickety. This surely would be an unconscionable price to pay even if at the end of the school course all students had at least learnt English really well. But if we find, as we do, that the system to which so much is sacrificed does not even teach them English, it seems to me ruinous to stick to it." The Hon. Mr. Monohan of the Civil Service has in his evidence dealt at length with the question of the medium and made out a strong case against the present system. He goes further and maintains that this system results in the loss of efficiency in administration.

It is clear therefore that, judged from any standpoint, the adoption of the vernacular

as the medium of instruction in many, if not all, of the non-language subjects is necessary and desirable. We cannot expect students to take advantage of the provision regarding the answering of the question papers in the vernacular if the subjects be not taught in the vernacular. Those who advocate the claims of vernaculars are alive to the difficulties in the way. But "the real difficulty is that...lip-service is paid to the larger and newer ideas".....and this attitude is not confined to teachers alone. The responsibility of the government with regard to this question is very great. It should appoint a Committee of competent teachers to prepare suitable text-books and to compile a list of necessary standard technical terms. The Committee should consist of members who know the business. Such a Committee will be able to issue books which will secure uniformity at the outset. It may be that the books may not be up to the mark but when the scheme is put into force, the defects that will be noticed may be removed. It is also essential that the Training Colleges should deal with this question of the vernacular medium in right earnest. Why should not the teachers under training be given facilities to improve their knowledge of the vernacular and also to employ the vernacular as the medium. It is a matter for surprise that in the army of specialists in Training Colleges there should be none who can guide the graduates properly in using the vernacular medium. The Universities can also do a great deal for the vernacular. It is not enough to pass regu-

lations making the vernacular compulsory. The University of Madras will not be doing its duty if it does not take steps to place in the hands of a large number of scholars passing through its portals, suitable books in vernacular dealing with topics in History, Science, etc. If the University should really feel serious about making the vernacular the vehicle of modern thought, it should undertake the publication of books in the vernacular. A motion that a sum of ten thousand rupees be set apart for the publication of books in the vernacular to be used as non-detailed texts in the university classes was placed before the Senate of the Madras University and an assurance was given that the syndicate would consider the suggestion at an early date. Let us hope that the syndicate will find it possible to get the books ready before the next annual meeting.

It is to the teacher that all will look forward for the improvement of the vernacular. It rests with him to make or mar the scheme. Let it not be said that the teaching profession has been tried and found wanting. It is to be hoped that the South India Teachers' Union will with its official organ "the South Indian Teacher" be able to rouse the enthusiasm of the overworked and underpaid profession. It is worthwhile for the authorities and teachers to understand the significance of the recommendations of the committee on "Welsh in Education and Life" so as to see whether action on the lines suggested cannot be taken.

ELEMENTARY EDUCATION IN MADRAS

Stability of Village Elementary Schools, by "Elementary Education".

Under the heading 'The Village School' the Madras Mail in the leading columns of its issue of the 6th July says, "The problem of Education in South India is very largely the problem of the Village School. If literacy is to increase it must come about by the spread of village education rather than by the multiplication of High Schools or Colleges." Later on it observes "But the problem is not only one of securing the establishment of a sufficient number of schools. It is equally necessary to see that the Schools are of the right type to meet the existing needs. Clearly they ought to be schools that educate boys and girls for village life and not away from it. Unhappily it must be admitted that too much of existing Village education is a failure, if not an actual farce. These observations of the Madras Mail are only too true and it is a pity that they are true. It would have done well if it has also added how very unstable and precarious most of our Village schools are and how a very large proportion of them goes out of existence within a few years of their opening. This is evident from the table 52 on page 66 of the report on Public Instruction in the Madras Presidency for the quinquennium that ended with the 31st March, 1927. From this table it is seen that there were 27,633 aided Elementary Schools, of which only 14,131 that is about 50 per cent had received aid without break for 5 years. The remaining 50 per cent had therefore come into existence towards the close of the quinquennium. This phenomenon is also seen from a perusal of the table 48 of page 61 of the report which shows that as many as 5,479 Schools were

closed during the year 1926-27, the number of aided schools closed being as many as 2,875. Reading these two tables together we get a very disquieting picture of the condition of Elementary Education in the Presidency.

From the report on Public Instruction we see that there were 46,378 Elementary Schools for boys, of which 28,804 were managed by aided agencies. It is thus seen that 62% of the institutions were aided institutions. Again if we look at the Scholars reading in all the Elementary Schools for boys we find that out of a total of 19,95,617 scholars, 10,80,150 were reading in aided schools. The problem of aided Elementary schools is therefore of vital concern to all those who are interested in the development of Elementary Education in the Presidency. These schools provide Elementary Education for the bulk of our school-going population and if even 50% of them cannot boast of a continuous existence for a period of five years, one can easily see what effect it can have upon the education imparted to our children in those schools. The general tax payer pays his tax and the education cess and expects the State in return to make decent and satisfactory provision for the education of his children. The policy of the Government has also been to utilise as much as possible the aided agencies in the expansion of Elementary Education. Such being the case, the extreme instability of the aided schools cannot be brushed aside as a matter of no importance. It affects vitally education and educational expansion in the Presidency. It also inflicts an undeserved injustice on the tax-payer in as much as he fails to get as much and as good

education for his children as he has the right to demand and expect.

The tables referred to above are scarcely examined and looked into and hence it is that the precarious existence of most of our Elementary Schools is hardly realised. There are various causes at work which go to make these schools unstable and ephemeral, the most important of them being the inadequate aid given to the Managers of these schools. All education, more especially elementary education, should be the primary concern of the State and it is the duty of the State to supply it irrespective of cost. To the extent the aided agencies come forward to provide that education, to that extent the Government are relieved of a certain amount of expenditure and responsibility, and the return for this should not certainly be a discouragement of such private efforts in education. The grants that are given to aided schools should be adequate enough to make it worth while for the managers to continue to maintain their schools and maintain them in an efficient condition. In the field of Elementary Education, no management comes forward to open schools purely from philanthropic considerations. Most of the elementary schools are started from economic motives, the managers being in most cases teachers desiring to make a living from the school. In recent years, steps have of-course been taken to enhance the teaching grants given to elementary schools but even

so the rates cannot be considered adequate. A relief that is partial and halting fails to elicit any appreciation and produce beneficial results. The Government should therefore determine once and for all what rates of teaching grants are necessary to enable the managers of schools to open schools, to maintain them uninterruptedly, and to keep them in an efficient condition. It should introduce such rates without any hesitation what-so-ever. Even in the matter of building and equipment grants aided elementary schools come in for a very inadequate share. Only small amounts are provided under these heads and even these are not utilised by the managers of schools. The reason is not far to seek. The restrictions imposed and the conditions exacted are too many for these managers to be induced to participate in these grants to any appreciable extent. These schools should be differentiated from Secondary Schools and other schools as regards the proportion of grant that can be paid to them and the conditions that should be fulfilled. Not only should the Government offer a larger proportion of the expenditure as grants but they should also impose less irksome conditions.

It is hoped that the Honourable the Chief Minister for Education who seems anxious to speed the rate of progress of Elementary Education and improve its efficiency, will consider these questions seriously and introduce the needed reforms at no distant date.

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

By Mr. N. Subramanya Aiyar, M. A., L. T., Lecturer in Geography,
Teachers' College, Saidapet.

(PREPARED IN ACCORDANCE WITH THE DEPARTMENTAL SYLLABUS.)

Form II.

Part I.—Asia.

1. Eurasia: Problems and Exercises on Map and Globe.—Position in relation to other continents, surrounding seas and oceans. Latitude and longitude: greatest east to west and north to south distances. Areas of Europe, Asia, Eurasia, and total land area to be diagrammatically represented on graph paper. Comparison of shapes of Europe and Asia—Continental cores and peninsulas. Comparison of coast line. Continuity of relief of the two continents to be read from a physical map—mountain and chain of highlands, the northern plain, and the smaller southern plains. Exact boundary between Europe and Asia.

2. Asia: Position, Extent and Coast-line.—Position in relation to other land and water masses—to be read on the **Globe** or map. Latitude and longitude. Compare diagrammatically the areas of Asia and the other continents.

Map-work.—In an outline map of Asia, colour land and sea appropriately. Mark the oceans, seas, bays, gulfs, peninsulas, capes, islands, etc., and name them.

Problems and Exercises.—Compare peninsulas and nature of coast-line of Europe and Asia. Fringing festoons of islands on the east, and the 4 seas enclosed by them. Volcanic fire girdle-mark in red in the map. The Malay Archipelago to be compared with the Aegean Archipelago and the West Indies. Large continental core. An imaginary journey from a Black Sea Port to an Arctic Port.

Picture reading.—Suggestive questions on available pictures of different coastal scenes such as the Arctic Coast or the desert coast of Arabia.

3. Surface: Map-work.—In a contoured outline map of Asia, showing 1000' and 6000' contours only, colour land under 1000' 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 the chief plateaus, peaks and passes.

Problems and Exercises.—Name in order the plateaus and highlands that form the mountain back-bone. Ranges radiating from the Pamir plateau as the central node. Continuation eastwards in rows of volcanic hilly islands. Compare relief with Europe.

Picture reading.—Suggestive questions on available pictures of Tibetan, Mongolian, and other mountain scenery.

4. Drainage: Map-work.—In an outline river map of Asia, name the rivers and tributaries marked. Draw thick lines separating the areas of drainage into the Arctic, Pacific, Indian, and Atlantic (*i.e.*, Mediterranean and Black Seas) Oceans and into inland waters. Colour the basins of each of the rivers differently.

Problems and Exercises.—Compare the chief Siberian, Chinese, Indian and Mesopotamian rivers in general trend, length, drainage area, volume of water, navigability, etc.

Picture reading.—Suggestive questions on as many available pictures as possible of typical scenes along these rivers, both of traffic as well as of towns.

5. Climate, Vegetation, and Human Life: of Natural Regions: Map work.—Mark in an outline map of Asia the major natural regions such as the tundra, the coniferous forest, steppes, deserts, monsoon region, and the Mediterranean Region; and colour them differently.

Problems and Exercises.—What are the regions of little rainfall and heavy rainfall, and summer rainfall and winter rainfall. Why is the greater part of Asia dry. (Effect of mountain barrier on climate). Correlation between rainfall and vegetation. Characteristic animals of the different regions

domestic and wild. Human life and activities in each region.

Picture reading.—Suggestive questions on pictures of typical scenes of life and conditions in the several natural regions.

6. Occupations and Industries: Map work.—In an outline map of Asia mark the areas where hunting and fishing, pastoral life, agriculture and industries predominate.

Problems and Exercises.—Correlate the occupations with the climatic and other conditions in each of the natural regions.

Picture reading.—As under the previous head.

7. Trade: Map work.—In an outline map of Asia, mark the productions of commercial value such as fur, silk, cotton, wheat etc., against the places where they are grown or obtained, if possible pictorially.

Problems and Exercises.—Explain why the products marked are obtained in the places noted: Where are they sent to, and by what means.

Picture reading.—Suggestive questions on available pictures such as fur-hunting, silk-rearing, cotton-picking, sheep-farming, etc.

8. Communications: Map-work.—In an outline map of Asia mark the chief trans-continental railways, steamer-routes (including the Overland Route to India), chief caravan routes, canals and navigable rivers, and air-route from Cairo to Karachi.

Problems and Exercises.—Effect of mountain barrier and desert barrier on communications. Future possibilities of civil aviation in overcoming such obstacles. Where communications few, where developed and why? Uselessness of the Arctic sea-board for the purpose. Paucity of canals. Name the chief ports on the sea route from Smyrna to Vladivostok.

Picture reading.—Suggestive questions on such scenes as a camel caravan on the march, the traffic on the Grand Canal in China, Skin boats on the Euphrates, the Yangste at Hankow etc.

9. Population, Races and Religions: Map work.—In an outline map of Asia mark the density areas as follows: thickly peopled (those over 100 persons per square mile) in red, fairly peopled (those between 100 and 10 persons per square mile) in orange, and thinly peopled (those under 10

persons per square mile) in yellow. In another map mark the races of mankind living in the different parts of the continent. In a third map mark the religions prevailing in the different parts of the continent.

Problems and Exercises.—Where is the population thick, and where thin and why? Compare similar population areas in Europe. Characteristics of the different races. Statistics of different races and followers of different religions to be represented in percentages and diagrammatically.

Picture reading.—Suggestive questions on pictures of peoples of different races, their general appearance, dress, surroundings, etc.

10. Political divisions and important towns: Map work.—In an outline postwar political map of Asia, colour the various countries differently. Enter their names, as well as those of their capitals and chief towns.

Problems and Exercises.—Which of the countries have natural boundaries. Compare them as regards their areas and population. Name (a) the independent states, (b) the countries under foreign rule with the names of the states controlling them, and (c) the mandatory states with the names of the countries holding the mandate. Explain the mandatory system.

Picture reading.—Suggestive questions of views of important towns of Asia, showing market, public buildings, port, etc.

11. China and Japan: Map work.—In an outline map of South-eastern Asia mark the chief divisions of the Chinese Republic and the Japanese Empire, the chief railways and steamer routes, the important towns and ports etc.

Problems and Exercises.—Reasons for the importance of these two countries. How Japan rose to greatness. Present condition of China. Articles from these two countries in common use with us. Foreign possessions and treaty ports of China, Korea.

Picture reading.—Suggestive questions on typical scenes such as Shanghai harbour, Fusi-yama, the Great Wall of China, Nagasaki harbour, Canton, traffic on Yangtse, etc.

Part II—Europe.

1. Europe: Map work.—In an outline map of Europe, mark and name the inland seas, bays and gulfs, channels and straits, steamer routes to other parts of the world, peninsulas, the main mountain chains and the chief

ivers. (This may be done in two separate maps also).

Problems and Exercises.—Compare Europe and Asia as regards nature of coast-line, easy accessibility from the sea, location of peninsulas, and general relief. What is the trend of the main watershed? Contrast rivers rising in the Alps with those of Russia.

2. The Mediterranean countries: Map work.—In an outline map of Southern Europe mark the mountains and passes, chief products, steamer routes and main railways, ports, capitals and other important towns.

Problems and Exercises.—Alps as a physical, climatic and ethnic barrier. Explain winter rains. Name products peculiar to the region. Contrast the three southern peninsulas in relief, climate, productions and political importance.

Picture reading.—Suggestive questions on available pictures of typical scenes of Southern Europe such as an Alpine pass, Bay of Naples, ruins of Athens, a view of Rome or Florence, Gibraltar rock, the Alhambra Palace at Granada, bull-baiting, etc.

3. The north-western Countries: Map work.—In an outline map of Western Europe, mark the political boundaries of the north-western countries, the chief mountains rivers, steamer routes, railways, industrial regions, ports and chief towns, etc.

Problems and Exercises.—Contrast the climate of this region with that of (1) the Mediterranean region, and (2) the Pacific sea board of Eastern Asia, lying between the same latitudes; and account for the differences. Characteristic vegetation and products of the region. Contrast Protestantism here with Catholicism prevailing in the Mediterranean countries. Daily aeroplane service between capitals.

Picture reading.—Suggestive questions on available pictures of typical scenes such as an English winter landscape, an industrial region, a French vineyard, a Dutch canal and wind mill, a Scandinavian fiord, a Scottish glen or loch etc.

4. The Central Countries: Map work.—In an outline map of Central Europe mark the post-war boundaries of countries, mountains and rivers, main railways, capitals, ports and other chief towns, etc.

Problems and Exercises.—Which countries in this region have physical boundaries? Through what countries do the Rhine and the Danube flow? Do they form boundaries anywhere? Their usefulness, and important towns on their banks. Industrial and farming regions of Central Europe. The Playground of Europe: glaciers and avalanches: Alpine lakes: water power: Swiss industries and occupations. Post-war exhaustion. New countries.

Picture reading.—Suggestive questions on available pictures of such as Alpine views, German Industrial areas, Hungarian hards, the Rhine or the Danube, Hamburg, Kiel Canal, etc.

5. The continental area of Russia.—In an outline map of Russia, mark the rivers, vegetation belts, economic products, main railways, ports and chief towns, political divisions, etc.

Problems and Exercises.—Compare with Asiatic Russia in relief, climate, vegetation, and human life and activities. Results of the Revolution. Social and political condition: Soviet Government, Economic products and their distribution. Contrast of the Russians with Germans in race, religion, etc.

Picture reading.—Suggestive questions on pictures of typical Russian views such as a winter scene at Moscow, a wheat field in Ukraine, a fair at Nijni-novogorod, a company of Cossacks, etc.

6. Colonization: Map work.—In an outline map of the world, mark the colonies, dependencies, and mandatory states of the various European nations in other continents, colouring the possessions of each of them with a distinct colour.

Problems and Exercises.—Which nation has most colonies, and what are they? What is meant by 'Mandate'? What are the chief mandatory states, and which powers hold the mandate? Name the continent in which European possessions or colonies are (a) least and (b) most.

Part III—Physical Geography.

1. Latitude and Longitude: Globe exercises.—Revise plotting the point on graph paper. Fix position of given places by finding out latitude and longitude. Find out places situated at given latitude and longitude. Find out antipodes of given places. How to find longitude of given places. Relation

between longitude and time: simple problems.

2. Solar observations.—Use of shadow stick. Comparison of mid-day shadow, mid-day altitude of the sun, time of sunrise and sunset, and length of day in the school locality at different times during the year (weekly or fortnightly observations may be made).

3. Apparent motion of the sun in other parts of the world. *viz.*, in each of the zones or light belts, at different seasons. Sketch diagrams illustrating the above.

4. Tradewinds. Draw diagram on black-board illustrating them. Use slate-globe, and mark thereon the direction of the winds in summer and winter. Study of the winds, map of the world in the two seasons, and filling the facts noted in an outline map of the world.

Problems and Exercises. Which winds are easterly, and which westerly, and why? Which are seasonal, and which blow steadily throughout the year?

5. Rainfall. When is our chief rainy season? What is the wind direction then. **Distance from sea.** Compare rainfall of Vellore and Madras, Patna and Calcutta, Berlin and Moscow. **Position of mountains:** Compare rainfall of Mangalore and Mysore, Bombay and Poona, Manchester and Sheffield, etc. **Direction of winds:** Rainfall of Madras in July and November. Rainfall of Calicut and Calcutta in June. Rainfall of Calcutta, Patna, Allahabad and Delhi steadily decreasing. Rainfall of Ceylon in both the seasons.

Problems and Exercises: on the rainfall map of the world. Which regions get (a) no rainfall at all, (b) rainfall in summer, (c) rain fall in winter, and (d) rainfall throughout the year.

How is rainfall measured? Use the weather report in the daily paper.

'Lighting time'. Use of the daily newspaper for reference. Problems on pupils' experience of sun and shadow (*e.g.* sunshine falling on northern and southern verandah of houses at different seasons.)

"For Education is not a mere rule of thumb. Common sense goes a long way, Sympathy goes even further but neither sympathy nor common sense can carry it the whole way. A good lesson is a work of art and no work of art is acquired solely by light of nature. It needs a good deal of hard work and self-criticism to reach even a respectable standard."

Rt. Hon'ble H. A. L. Fisher.

EDITORIAL NOTES.

Wanted.

One will be tempted to ask what is really wrong with our secondary schools. We are unable to understand the circumstances in which a school is compelled to invite applications from teachers qualified to teach Mathematics, History, Physics etc. What has happened to teachers who were employed in that school? Such wholesale changes in the staff do not seem to be infrequent and it is for the government and the public to satisfy themselves whether such changes are in the interest of sound education. We are not unaware of the methods adopted by the managing bodies to send away teachers. Some managing bodies find it convenient to send away a number of teachers before the mid-summer holidays. Others there are who are keen on sending away the senior teachers solely with a view to reduce expenditure by employing junior men. A teacher who rises in the scale makes his position insecure. Teachers are sent away in certain cases because of the policy adopted by the mission or the governing body. This insecurity is not confined to aided schools alone. If a junior teacher be appointed as the head-master, say in a board school, the senior teacher will find himself placed in an awkward and embarrassing situation. We must express our strong disapproval of the methods adopted by the management. It is to be regretted that the authorities who are not unaware of these facts do not feel called upon to interfere and to set things right. What is more surprising is the apathy of the public of the locality. The public does not utter a word of protest when a body of teachers is sent away

abruptly for no fault of theirs. The schools exist for the public, and in any well-regulated society which is anxious to have the children properly educated, these questionable methods of the school committee will call forth a strong feeling of disapproval. Pressure will also be brought to bear upon the management to maintain the school in an efficient condition. Are we to believe that our public men are indifferent to the education of their own children? Recognition and aid imply that the privilege of running a school with the aid of public funds has been extended to a body of persons out of consideration for public interest. Is the public interest served by the annual dismissal of teachers?

Salaries in Arrears.

The case in some schools is worse when the salaries of teachers are kept in arrears. Even some of the schools under local bodies are reported to be irregular in the payment of salaries. When the proposal of appointing one educational officer or inspector for each district was made, it was hoped that the financial stability of the school would be carefully examined and the condition of teachers would be materially improved. How does it happen that in spite of the inspection by the officer, the salaries are not paid regularly. We sympathise with the large body of teachers who do not get their salaries in time. Is it not hard for them to put on smiling faces and to attend to their work? We feel strongly on this point because we are deeply concerned about the dignity and reputation of the profession. Further it is impossible for teachers to give

instruction when the stomach is empty. We should like to point out to teachers that they do not help themselves or the profession by suffering in silence. They will be helping the cause of the profession if they should furnish information to our editorial Board or to the Secretary of "the South India Teachers Union." It will be possible to rouse the public and to enlist its support. Why should teachers deny themselves the right to complain when any injustice is done?

Secondary School Leaving Certificate Board.

Our readers would have, by this time, known the "personnel" of the newly constituted S. S. L. C. Board. We think that the name "S. S. L. C. Board" is a misnomer for this body. It consists of 14 members including the director of public instruction (*ex-officio*). The syndicate of the University of Madras nominates 6, 3 being officials and 3 being non-officials, the syndicate of the Andhra University 3, one being official and 2 non-officials, and government 4, one being an official and 3 being non-officials. It is thus clear that the Board is a body where the universities have been allowed to predominate. We need not quarrel with the university if it should be anxious to maintain its standard. The new Board may be more aptly designated "University Entrance Board" especially when the change in its composition was made at the instance of the Academic council of the Madras university. We regret that such a change in the constitution should have been made at this stage. Reform of secondary education has been in the air for years. Committees have been appointed to go into the

question of secondary education, and their reports have not seen the light of day. We have not had the report of the special educational officer appointed to consider, among other things, the reform of secondary education. Proposals have been made for the separation of "goats from sheep" and "swans from geese." Since the constitution of the Board which has been so long associated with secondary education happens to be changed just now, the public is apt to suppose that the necessary reform has been made in secondary education and that it will hereafter look after itself. We do not feel disposed to comment on the personnel of the board but we do feel that its constitution precludes it from dealing satisfactorily with secondary education in its entirety.

The work which the Board has to undertake immediately is the re-casting of the courses of study in the light of the decision of the academic council. What the contents of a secondary school curriculum should be is a difficult one. It is still more difficult to indicate generally the ground to be covered in each of the subjects. The Board will do well to invite the opinion of Teacher's associations. We shall be glad to publish in our columns suggestions regarding the subjects to be included in the course and the syllabus to be covered in each.

Elementary Education.

Elsewhere is published an article on "the Stability of Village Elementary Schools." This article contains valuable information regarding the conditions under which aided elementary schools are placed. It is again the same cry of the rigour of the Grant-in-aid Code. We do not know how many more months will have to pass before any

definite recommendation is sent to the Government. It is no satisfaction to the management to be told that the department acts in conformity with the provisions of the Code. Is the Grant-in-aid Code such a hard nut? The Agricultural commission may make out a strong case for the expansion of compulsory elementary education but how can any progress be expected in elementary or secondary education when the aided schools are starved owing to the illiberal Grant-in-aid Code.

Simon Educational Enquiry (Questionnaire.)

There is nothing striking in the questionnaire of the Education Committee of the Indian Statutory commission. We are glad it is brief. The questions are of the routine type which have been so often considered.

There is the report of the Calcutta University commission, which contains accurate information on many of the points raised in the report. But the public has rightly or wrongly come to entertain the notion that the recommendations are not intended to be given effect to. So far as our presidency is concerned, progress in elementary as well as secondary education has not been satisfactory. The reasons for the unsatisfactory result are chiefly financial but administrative and educational difficulties have also hampered progress to an appreciable extent. We publish elsewhere the questionnaire and we shall be glad to have the opinions of teachers and Teachers' associations on one or more of the topics mentioned in the same.

What will you do for us?

The Academic year has begun. This is the sixth issue of our journal. Our subscribers are scattered throughout the presidency. Head-masters who have expressed their

willingness to subscribe for copies from July are requested to apply in time. The journal has been started with the object of strengthening the teaching profession and of equipping it properly. There are nearly 500 secondary schools and 50 colleges in our presidency. What will each institution do for the journal? The journal is *Your journal* and it is for you to make it a powerful and efficient instrument. Let us have your thoughts so that others may be enlightened. Let us have your subscription so that the journal may function properly and maintain the name of the profession.

Grant-in aid and the Minister in despair!

The Honourable the Chief minister is reported to have stated as follows at Alwarthirunagari:—"It is true that the present Grant-in-aid code has got defects. Though I have been in charge of the portfolio of Education for the past two years and though every effort has been made for the past 18 months towards arriving at figures for a final revision of Grant-in-aid Code, I am not in a position to say exactly when it will be done. I hope and pray that before I lay down my office the new Grant-in-aid Code will become an accomplished fact." The revision of the Code has been under the consideration of the Government for over 15 years. The Government is aware of the difficulties which the aided schools have to face. A special officer has been deputed to make definite proposals with regard to its revision and his recommendations must have been placed before the Government by this time. It is a matter for surprise that the Chief minister should have struck a note of despair. The modification suggested should certainly involve an additional expenditure. It is expect-

ed of a minister in a responsible Government to explain to the members of the Legislative Council the imperative necessity of making adequate extra provision as grant-in-aid and to induce them to sanction the necessary funds. Very little of the very large amount released by the Government of India has been devoted to the enhancement of the teaching grant and we are not sure whether the case of the aided schools has ever been presented to the finance department in the manner in which it ought to have been done. Is it not a pity that this important question of grant-in-aid

should have been given such indifferent attention both under the pre-reform Government and the responsible dyarchic Government? We earnestly hope and pray along with the minister that before he lays down his office the revision of the Grant-in-aid Code will become an accomplished fact; we further hope that it will be revised not only in name but in spirit so that the managements of aided schools can maintain qualified staff on decent salary and thus provide facilities for sound instruction to over 1,00,000 pupils reading in these institutions.

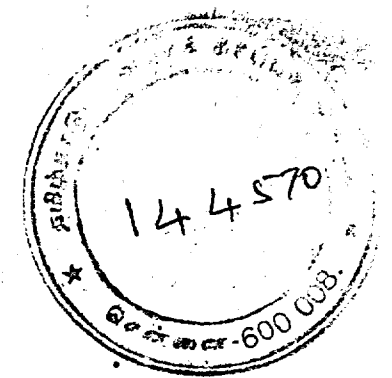
"I have heard people say that much of our present education is very poor stuff and that if we drop into a school and listen to the lessons, we are apt to find that the wrong things are being taught by the wrong people in the wrong way. If this be so, who is responsible? The culprit is the nation."

Rt. Hon'ble H. A. L. Fisher.

Do you know what the work ahead of us is?

It is "such an awakening of the people to a realisation of the importance and value of education as will elevate the profession of teaching to a higher plane in public esteem and insure just compensation, social recognition, and permanent tenure on the basis of efficient service."

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NEWS FROM ASSOCIATIONS.

Tanjore District Teachers' Guild.

Report on the Improvement of Secondary Education.

Introduction.

In pursuance of a resolution passed at the last meeting of the Guild, appointing a Sub-Committee to draft a report suggesting methods for improving Secondary Education, a meeting of the said Committee was held on Wednesday the 9th May, at the Native High School Kumbakonam, at which the subject was discussed in all its bearings for over two hours, and the following report embodies the results of the deliberation.

The urgency of the reform of Secondary Education.

The Committee do recognise that the standard of Secondary Education in the Province is at a low ebb, the general knowledge of the pupils being woefully vague and superficial, and their thinking capacity very poor. Everywhere there is a stir, and a considerable dissatisfaction is expressed in all quarters with regard to the state of Secondary Education. Now that the report of the Committee appointed by the Government for the reorganisation of Secondary Education is before the Government and the S. S. L. C. scheme itself is in the melting pot, the Committee believes that the suggestions made by the Guild will in a way be helpful and contribute towards the solution of the problem of Secondary Education.

Curricula.

The Committee is strongly of opinion that specialization has done more harm than good and therefore ought to be given up and the curriculum should be lightened in order to give greater scope to the pupils for original thinking and physical activities. In the opinion of the Committee the following shall be the compulsory subjects of study:—

(1) English (2) Vernacular Translation and Composition (3) Elementary Mathematics (4) Vernacular or a Classical language (5) Elementary Science (6) History and Geography (7) Drawing and Manual Training (8) Physical Exercise and Games.

The public examination.

In the light of the above, the Committee suggests the following scheme for the Public

Examination at the end of the High School course:—

(1) English:—

English I Paper: Text and Grammar	2½ hrs.
English II Paper	2½

(a) General Composition.

(b) Translation from Vernacular to English.

(c) Reproduction of passages.

(d) One question from a prescribed Non-detailed text book which should be of the standard of an adapted classical novel of Scott, Dickens etc.

(2) Vernacular translation and composition: 2 hrs.

(A Tamil prose to be prescribed for Non-detailed study. There need be no poetry for detailed study.)

(3) Elementary mathematics: 2½ hrs.

Of the same standard as now.

(4) Elementary Science: 2½ hrs.

Two subjects out of the following five to be brought up for the examination:—

(a) Physics. (b) Chemistry. (c) Physiology. (d) Hygiene. (e) Sanitation and Botany. Provision must be made for all boys for Practical work in the class: there need be no practical examination.

(5) History and Geography: 3 papers each 1½ hrs.

(a) Outlines of Indian history. (on the lines of R. C. Dutt) 1½ hrs.

(b) Outlines of English history. (on the lines of Gardiner or Teut book I): 1½ hrs.

(c) Outlines of Geography and Indian Geography in detail: 1½ hrs.

Though specialization is to be discontinued the Committee thinks that in the case of pupils who after completing the S. S. L. C. course aspire to specialize in Mathematics in the Intermediate course, some special training in Geometry and Algebra in the V and VI forms is necessary and therefore recommend that

such boys may be given special tuition in theoretical Geometry and Algebra, while at the same time the other pupils will learn commercial subjects or undergo pre-vocational training in such crafts as, wood work, rattan work, book binding, smithy, spinning and weaving and mat-weaving. Drawing and games are of course, to be compulsory for all.

The Committee suggests the following allocation of periods for the different subjects in V and VI Forms. Total 35 periods of 45 minutes each. English, 10 periods; Vr. translation and comp. 2; Vernacular or Sanskrit, 3; Ele. Mathematics, 4; Ele. Science; 4; History and Geography, 3; Special mathematics, Commercial subjects or Prevocational training, 4. Of the remaining 5 periods 2 must be given for Debating society and the rest for Drawing, Scouting, Games etc. It is suggested that as far as possible the morning hours may be devoted to secular instruction and the evening to drawing, games, debating societies, scouting and other similar activities.

School hours and holidays.

The Committee strongly recommends that the school work must be conducted as far as practicable in the cooler hours of the morning, the same being more conducive to the sustained work on the part of the boys. In our country the summer is very severe and long, and further the teachers must have a sufficiently long vacation to enable them to undertake trips for the purpose of recouping their health or improving their stock of knowledge. Therefore the Committee strongly recommends that the summer vacation should be at least 10 weeks, and for the winter holidays the schools must close before Christmas and reopen only after Pongal. The Committee expresses strong disapproval of the practice of cutting down the summer vacation to 6 weeks, which obtains especially in District Board Schools.

Medium of instruction.

In consonance with the public opinion at present and with due regard to efficiency, the Committee urges that Vernacular must be made the compulsory medium of instruction in all non language subjects up to the High School standard. The practice of prescribing Non-detailed text books in English for forms below IV must be given up.

School examinations and promotions.

The promotion is at present unduly lax owing to a variety of causes and that is one of the main reasons for the deterioration in the standard of Secondary Education. Therefore the Committee urges that the annual promotions should be more strict and based on definite principles. They further suggest that the promotions must be regulated by the Headmaster invariably in consultation with the staff and the class teachers' opinion must play an important part.

Viva voce examination in English is necessary in all Forms and must be complementary to the written test which, after all, is an uncertain and inadequate one.

Eligibility for admission to the College Course.

The Committee suggests the following rules for candidates being declared eligible for the college course:—

(a) To be declared eligible, a candidate must secure at least 35 per cent. in English, 30 per cent. in Elementary mathematics, and 35 per cent. in the second language and 35 per cent. in the aggregate.

(b) If a candidate gets at least 50 per cent. in any one of the three subjects English, Elementary mathematics and second language, a deficit up to 5 per cent. in any one of the other two may be condoned and he may be declared eligible, provided, of course, he gets 35 per cent. in the aggregate.

(c) The Candidates who offer Geometry and Algebra as a special subject, must, in addition to the above, get at least 35 per cent. in that subject to be eligible for the Mathematics group in the Intermediate course. But a failure in this subject shall not disqualify them for admission into any other group of the Intermediate course.

N. G. PONNIAH.
R. SWAMINATHA AIYER.
V. MAHADEVA AIYER.
V. RAGHAVA AIYENGAR.
ARUNACHALAM PILLAI.
N. R. SUBRAHMANYA AIYER.
N. KALYANARAMA AIYER.

NEWS AND NOTES

SIMON EDUCATIONAL ENQUIRY Questionnaire issued

The following questionnaire is issued by the Education Committee of the Indian Statutory Commission. All persons and associations interested in the subject matter of the questionnaire are invited to send replies to the Secretary of the Education Committee of the Indian Statutory Commission, Government of India, Simla. The following is the questionnaire:—

1. Do you consider that the growth of education during the last ten years in part or parts of India with which you are personally acquainted, has been satisfactory? The subject should be dealt with under the following headings:—

(1) Primary education; (2) University education; (3) Training of teachers; (4) Technical including commercial education; and (5) Girls' and Women's education. But you are requested only to deal with those branches with which you have personal acquaintance.

(2) If your answer to the first question is in the negative, please state the reasons which in your opinion have led to the unsatisfactory result, classifying them under the headings given below:—

Administrative, Educational, Social and Financial. Indicate concisely on what lines improvements should be made in each branch with which you deal.

(3) You are invited after dealing with questions 1 and 2 above, to submit separate memoranda on any of the subjects enumerated below:—

Application of compulsion in primary education, moral and religious instruction and character-training and education of the following special classes:—Firstly, Mahomedans; secondly, Sikhs; Thirdly, Europeans and Anglo-Indians; fourthly, Depressed Classes, and fifthly Hindus in those provinces in which Hindu education presents special problems. You are requested only to deal with those subjects with which you have personal acquaintance.

(4) You are invited to submit separate memoranda on any new departure or experiments with which you are personally acquainted in the following:—

Primary and especially village education, secondary education, university education, education of girls and women, training of boy-scouts and girl guides, physical training generally, medical inspection and treatment of

school children, teaching of hygiene, use of popular libraries including travelling libraries, educational broadcasting, night and continuation schools for children, adult education including popular lectures and university extension work, technical education for manual workers, educational work by co operative societies and education for social service.

The question of agricultural education has been dealt with recently by the Royal Commission on Agriculture, and it will be unnecessary to resubmit evidence given before that Commission.

(5) You are invited to submit memoranda on any points which you regard as of importance for the growth of education of which you have personal knowledge and which are covered by headings given above.

Memoranda are to be submitted in a particular form which has been prescribed. (Hindu.)

Medium of Instruction

His Holiness Sri Shankaracharya, of (Kamakoti) Chancellor of the Tilak Maharashtra University, in the course of his Convocation Address delivered in Marathi, at Poona on the 24th instant said:—

The question of the medium of education has received prominent attention in the last few days. In his address to the convocation of the Women's University the other day, Dr. Syed Ross Mahsud raised the question in a very pointed manner and put forward an eloquent plea for education through the mother tongue. It is hardly necessary for me to say that I endorse every word of his powerful appeal for the restoration of the mother-tongue to its proper place. Here in Poona our task is easy. In this regard we are preaching to the converted. Poona has long recognised that education through the mother tongue is the only remedy for the proper education of the people. In recent years this question has received attention from capable hands and from people who can speak with considerable authority, and there are no differences of opinion as to the desirability of such a course. Of course it is only natural that there should be some people among us who still make a fetish of teaching through a foreign medium, but I am certain that before long these apologists of English as the medium of instruction of the Indian people will revise their notions and recognise frankly that if full results are to be obtained from education, people must be taught in their own language.

Unemployment in the Punjab.

Committee's Report.

The report of the committee appointed to investigate the unemployment question in the Punjab among the educated and uneducated classes, is published. Mr. Nanakchand and Mr. Ujjal Singh, members of the Legislative Council, have signed the report, subject to a note of dissent. The following is a summary of the Committee's conclusions and recommendations:—

There was no evidence of serious widespread unemployment among the uneducated classes; but the question of vocational training of soldiers should be taken up by the Punjab Government with the Army Department of the Government of India.

There was very extensive unemployment among those educated classes whose education had been purely literary and who proceeded to higher education through the Anglo-vernacular course. The profession of law was greatly overcrowded. There was a lot of unemployment among medical graduates. There was not much of unemployment among the agriculture and veterinary graduates, as also in the engineering and teaching professions.

Unemployment was largely due to aversion to manual labour among certain classes of the people and to the extension of education to classes which previously did not aspire to Government service. In the medical profession it was due to the competition of public medical institutions, and aversion to settling down in the villages.

The Committee recommend that facilities for higher education should be provided only for markedly able people who if poor should be subsidised by the State or for those who could pay the full cost. Education in the early stages must be made a real education related to life and manual training, and must be made compulsory throughout this period. Increased facilities for technical and industrial education must be provided. Private medical practitioners in rural areas should be subsidised. Small holdings should be provided for educated young men for purposes such as poultry farming, rose-growing, tobacco growing, etc. Village uplift work should be encouraged, and Government should actively support rural sports and pastimes. There should be district agricultural schools corresponding to industrial schools.

Minutes of Dissent.

Mr. Nanakchand, in his note of dissent says that Government should remove restriction regarding free purchase and sale of land at least in the canal irrigated tracts, and allot lands for educated young men showing a tendency for agriculture. The railway workshop at Lahore should be used as a training ground for educated young men. Openings should be created by starting model factories for the manufacture of matches, clocks, bicycles, etc., and the Government should throw open the Army and Navy and the Air Force to educated young men. He was sure that, if educated young men were allowed to compete in these departments, they would give a good account of themselves.

Mr. Ujjal Singh, in his dissenting note, says the principal cause of unemployment was the absence of an adequate number of industrial and commercial concerns. There should be expansion of such concerns, and an Industrial Information Bureau should be started.

The Premier on Educational Economy.

In the course of a speech at the Albert Hall last month, Mr. Stanley Baldwin, the Prime Minister, dealt with the Budget proposals for rate relief and said;

"It is quite true that the most effectual relief you could have for rates and taxes is economy. But there is a point where economy, like extravagance, may become reckless; and economy becomes reckless if it is pursued to the point where you cut down the social services to which the people have become accustomed. The Ministry of Health have rightly never ceased their efforts that for every penny spent there shall be a penny of value. But we cannot contemplate any economy which will lessen the efficiency of our social services, educational and health."

Replying to a vote of thanks, Mr. Baldwin said he hoped his audience would particularly bear in mind what he had said about education. "Education," he added, "is the one thing that can make democracy a reality, and make it safe; and nothing else can."

Advise to teachers.

Addressing the Teachers of Elementary Schools in Chingleput the President of the District Board, Chingleput remarked, "my first advice is, do not make yourself mercenary. Your profession is one, the value of which cannot be adequately fixed. The great Maharishis of old took to it as the only way of doing their duty by the people. The great

philosophers followed it, because it filled their life with serenity. The Missionaries are engaged in it, because it affords them scope to prove their spirit of sacrifice. It is this missionary spirit that must guide you. It will give you fresh interest in life.

Identify yourselves with the villagers in whose midst you move. Make common cause with them. Participate in their joys and sorrows. Do not stand aloof. Do not stand on false pride. Do not for a moment think that you are a different being with different interests. The villager may be illiterate, may be unclean. Do not avoid him. Stand-offishness is the unmistakable sign of snobbishness. Treat him with consideration. Treat him with love. Gently pull him up. He will follow your lead.

You must not seek easy satisfaction. You have larger responsibilities than you are aware of. Your work does not end with having covered the curriculum. Your true service begins just where the curriculum leaves off. The curriculum is necessary for maintaining a standard. The curriculum serves no higher purpose. True education cannot be imparted by going through the curriculum alone. The end of education is to fit the boys for life. This is what you must care for most. Most of the boys who pass through your hands remain in their villages after their education is over. The passage from the school to life must be natural. The boys must be taught to live in perfect accord with their environments. They must find peace and content in their homes. They must learn to materially increase the comforts of their homesteads. Cultivate the spirit of love of labour in your boys. You will be thereby giving them an invaluable training for life."

The International New Education Film Association.

An important development took place at the World Conference at Locarno, Augus 1927, in the founding of the International New Education Film Association, which has recently been registered at the Bureau of Commerce at Geneva as an international organisation.

The main object of the association is to procure first class films dealing with New Education. The chief aim is that of filming and making slides of New Schools and progressive classes in State schools in different countries, together with the Psychological films dealing with the child for use in Universities, Teachers' training

colleges and for teachers. Representatives from twenty-one different countries have been appointed to organise and carry on the work in their respective countries. The Headquarters of the association are at the London office of the New Education Fellowship, 11, Tavistock Square, W. C. 1. (New Era.)

The Status of the Teacher.

In teaching it has always been, always will be, the teacher that is the most important factor. Apparatus, School furniture, new methods, reformed curriculum are not the true foundations of Education, the personality of the teacher transcends these adjuncts, and without the light of personality the most perfect school environment in the world is useless.

The teaching profession itself needs reform not only in the kind of training given to teachers but in the status of teachers as a whole. Why is the work of the teacher considered of less value than that of the doctor, lawyer, barrister or higher civil servant? Not only is the teacher penalised in the matter of salary but also in social status.....Mr. H. G. Wells in writing of Public School teachers says:—"The last human beings in the world in whom you are likely to find a spark of creative energy or a touch of imaginative vigour are the masters and mistresses of the upper middle class schoolto whom we entrust the sons and daughters of nearly all the owning and directing people of our world." These teachers are by necessity, orthodox, conformist, genteel people of an infinite discretion and an invincible formality. Essentially they are a class of refugees from the novelties and strains and adventures of life." It is so often the men who fail who take up school mastering....."A few Public School masters have a vocation; the body of them, the substance of the profession, is that sort of residue. Its mentality is the mentality of residual men".....We must also do away with the barrier that exists between one grade of teacher and another both as regards salary and status. We look to the day when all teachers will stand equal.....We must make of the teaching profession a high art founded on scientific and psychological knowledge, providing opportunities for the initiative and service of our best men and women. We want alive, adventurous, free teachers, and until we secure them for our children all other reforms of method-material, curriculum, etc. are but a vain blowing of the wind. (New Era.)

The S. I. T. U. Protection Fund.

It is with deep regret we have to record the death of Mr. R. David Pillai, on 1-6-1928. Mr. Pillai was a Secondary Grade Teacher of the L. M. C. High School, Shiyali. He was only 48 years old at the time of his death.

The number of members on the rolls on 1-6-28 being only 189 his nominees were entitled to a benefit of Rs. 94-8-0. On receipt of the sad news, the sum of Rs. 94-8-0 was sent to his nominee *viz.* wife by money order.

It is rather unfortunate that we have to record two deaths in the same month. Mr. V. Subbaraya Aiyar, an Elementary Higher Grade Teacher of the Bishop Heber College High School, Trichinopoly, breathed his last on the 17th June 1928. The deceased was getting Rs. 33 a month. The strength of the fund on the 17th being only 188, his nominee was entitled to a benefit of Rs. 94 which was remitted to his wife, she being his nominee, on the 26th June 1928.

We offer our sincere condolences to the bereaved families.

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REVIEWS.

Financial Statement of S. I. T. U. Protection Fund for the half year ending 30th June 1928:—

RECEIPTS.			PAYMENTS.		
	Rs.	A. P.		Rs.	A. P.
To open Balance	288	0 0	Postage	31	5 0
„ less transfer to S. I. T. U.	23	0 0	Printing	59	10 0
„ Do. Magazine	17	0 0	Stationery	32	3 0
			Clerical charges	10	0 0
	248	0 0		133	2 0
„ less transfer to Reg. Fee	156	0 0	Withdrawal :—	133	2 0
„ Reg. Fee Old	156	0 0	Mr. T. V. Sitharamier.		6 0 0
„ Do. New	36	0 0	Benefit amount :—		
Annual Subscription		192 0 0	Mr. R. David Pillai	94	8 0
Annual Contribution		192 0 0	V. Subbaroya Iyer	94	0 0
Fixed call	910	0 0		188	8 0
Interest or Fine		0 13 0	M. T. G. C. S. :—	188	8 0
			Ltd.		
			Fixed deposit	1,000	0 0
			Cur. Account	251	3 0
				1,251	3 0
	1,578	13 0		1,578	13 0

S. M. RAO,
Secretary,
S. I. T. U. Protection Fund.

Elementary Mathematics by Rao Bahadur P. V. Seshu Iyer and Mr. V. Venkatasubbiah Translated in Tamil in, 3 books; by Mr. S. Sivaraman.

This book is published in three parts, the first part covering portions suitable for Class V and Form I, the second part for Form II and the third for Form III. It is a translation of the I part of the once well-known Text book on Elementary Mathematics by Rao Bahadur P. V. Seshu Aiyar and Mr. V. Venkatasubbiah. The translator Mr. S. Sivaraman of the Salem Municipal College has taken pains to translate the work into easily readable Tamil. "He has" in the words of Mr. S. Balakrishna Iyer, who writes an introduction to the book, "while retaining all the merits of the original, managed to introduce many desirable changes, which have certainly enhanced its usefulness." One of the outstanding features of the book is the adoption in Tamil of English terms, where it is found that the equivalent terms in Tamil would confuse the young minds.

It goes without saying that in these days when so much interest attaches to the question of the adoption of vernaculars as the media of instruction, such a book is welcome to the teachers of Mathematics.

The printing and the general get-up of the book leave nothing to be desired.

The book is published by Messrs. Srinivasa Varadachari & Co., Mount Road, Madras.

EXCHANGES.

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The Indian Educator.
The Student.
The Cross-words Magazine.
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The Hindu Educational and Literary Supplement of the 7th December, 1927 in the course of a review of the book writes:—

"The central idea that runs through these essays is that 'Teaching is not the filling of buckets but the lighting of a lamp.' The different aspects of education which this conception involves are elaborately treated..... There is an appeal to the teacher on the one hand and in the other there is an earnest appeal to the public. The defects of the present system of education.....are clearly pointed out.....The author is not content with merely pointing out defects. He calls upon the teacher to realise the responsibility that rests on his shoulders. There is useful information in the essay on 'The Pillars of Pedagogy,' and teachers may find food for thought in the essays on the teaching of history, the Indian schoolboy, the question of co-education and the upbringing of girls. The bearing of such essential characteristics as enthusiasm, idealism, optimism and patience, on the work of the teacher is emphasised clearly. The essays on 'Liberty in Education' and 'The teacher and society' will be read with interest both by teachers and public men.....The author is voicing forth the feeling of all teachers when he puts in a strong plea for complete freedom in academic matters....."

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கிருஷ்ணதேவ ராயர் by K. P. Seshadri Aiyangar பட்டமுள்ளது (III Form)				0	5	0
அனுமான் by Pandit ம. குப்புசாமி முதலியார், For 5th Class				0	6	0
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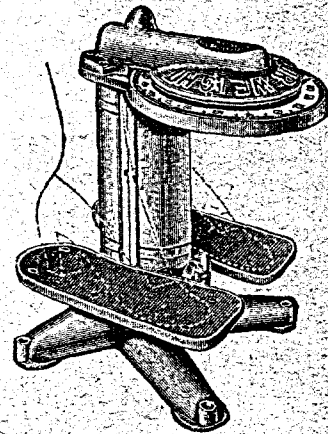
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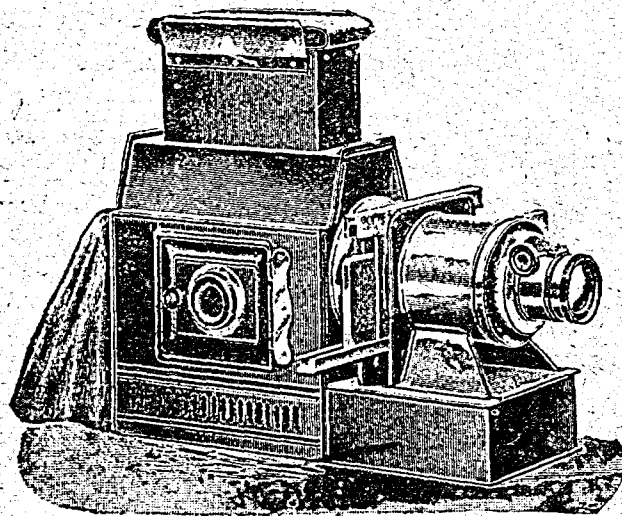
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