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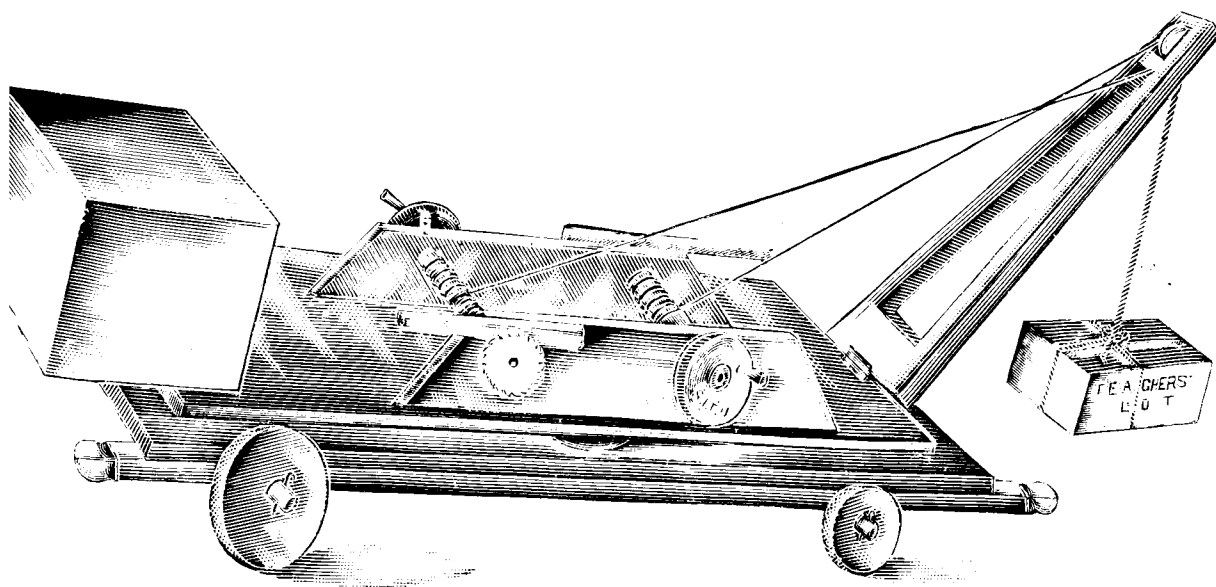




MR. P. T. SRINIVASA AIYANGAR, M.A., L.T.,

PRESIDENT OF

The 20th Provincial Educational Conference held at
Chidambaram on the 28th December 1928.



Sketch of the Model of a crane made by Mr. K. Parthasarathy, Manual Training Instructor, Sri Minakshi Training School, Chidambaram and exhibited at the Educational Exhibition held at Chidambaram. The Model illustrates how the wheel, marked G in the figure, represents the Government with its system of Grant-in-aid code keeping the teacher in the same level, while the wheel marked S.I.T.U. lifts up the teacher. The heavy load in the figure is the teacher's lot.

THE South Indian Teacher

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[No. 1

WELCOME ADDRESS

By

Mr. K. A. Nilakanta Sastri, M.A.

Chairman of the Reception Committee, 20th Provincial Educational Conference,
Chidambaram.

On behalf of the Reception Committee it is my pleasant duty to welcome fellow-teachers from various parts of the province to this Conference which has assembled in a place replete with ancient tradition, historic importance and modern learning. I hope, that in spite of the inclemencies of the weather and the great crowd in the place on account of its celebrated festival, arrangements made for the stay of the delegates will be found, on the whole, tolerable and that at the end of the Conference you will be able to carry fairly pleasant memories of your sojourn here. I take this opportunity of soliciting in advance your indulgence for any shortcomings that you may notice and of assuring you that my friends on the Reception Committee and myself will endeavour to do our best to make your stay as comfortable as we possibly can under the circumstances.

It has often been asked whether Conferences of this kind are not mere shows

which lead neither to any tangible improvement in the material prospects of the teachers assembled nor to the progressive raising of the ideals of teaching and education. A little reflection, however, is enough to dispel such scepticism regarding the ultimate usefulness of such gatherings. On the social side alone, they serve a very valuable purpose in bringing together for a few days teachers from various parts of the province thus affording an excellent opportunity of comparing notes and learning from one another what is most interesting and instructive in the work that is going on elsewhere. At the same time it has to be admitted that there has perhaps been a tendency to devote an undue amount of attention to the discussion and passing of resolutions more or less futile on the prospects, emoluments and amenities of the profession, while too little attention has been devoted to the vital educational problems of profound interest. There is no gainsay-

ing the fact that, in the gross, the teachers' lot in this country, more than in any other, is a hard one and that this is largely due to the lack of understanding on the part of the public both of the true place of a sound system of national education, in the economy of the national life and of the conditions that foster the growth and progress of such a system on sound lines. It is often said that a man's work is a function of his nature and not of his salary. But it is seldom remembered how much a man's nature is in its turn a function of his economic condition. But with all that, the teacher, I hold, has in the midst of his many difficulties a high task to perform. He must bear his own burden cheerfully and show the way to a better system by laying clearly before the country concrete proposals of reform and improvement in the system of education as it obtains at present.

144574 There are several questions of fascinating interest that suggest themselves for discussion and it is obviously impossible that a conference which lasts only for a couple of days should do justice to all of them. It has therefore been proposed that this conference should discuss a few select problems relating to Elementary Education and Secondary Education; and to facilitate discussion, arrangements have been made for printing and circulating beforehand most of the papers placed before the conference. It is hoped that by this means the discussions would become more concentrated and useful in character.

The problem of Elementary Education is a staggering one. It is being attacked at present more or less exclusively on the quantitative side. A rough calculation

recently made yielded the result that to bring every boy and girl of school-going age into an elementary school such as it is now, would involve an expenditure which would run into several crores and would exceed the present total provincial revenues. This calculation makes no attempt at dealing with problems of wastage or at improving the quality of instruction given in elementary schools. My long and rather close observation of elementary schools has convinced me that the average elementary school, as it is now worked, does very little to aid the average child in getting educated, while there is not the least doubt that the average elementary school acts as a drag upon the brilliant child's intelligence and normal development. The whole evil seems to lie with the system of training through which the ordinary elementary school teacher passes and it is altogether to the good that the Department of Education have realised to some extent the presence of this defect and are making a gallant effort to do away with the class of teacher known as the Lower Elementary Trained teacher. But I believe that the Training school system in the province calls for a more thorough-going reform. The courses should be re-modelled and made more up-to-date and a teacher in the course of his training must get to know much more of the science and art of school teaching and school management than he appears to do at present. It is also necessary that strong central elementary schools are brought into existence which would be much better equipped than the average elementary school and which would serve as models and as centres of inspiration to the other elementary schools in the surrounding area; and this question of improving the

quality of elementary instruction deserves to be attended to independently of and side by side with the attack on the quantitative side, the results of which, in any case, must be painfully slow under the present circumstances.

A sound scheme of secondary education is the most vital part of a nation's educational system, and forms its centre with elementary education and University education at its two ends. Several years ago what appeared at that time a very sound reform of secondary education was undertaken and the S. S. L. C. system was introduced. But in course of time one after another of its essential features came to be either modified, or abandoned in actual working till at last just now, mainly as a consequence of criticisms from the standpoint of University Education, the whole scheme has again been thrown into the melting pot, and it is expected, another scheme which is neither the old Matriculation nor the S. S. L. C. as we knew it, but some compromise between the two, would start to work probably in the next academic year. It is too early to say how far and in what directions the new system would be an improvement on the present. But however excellent in itself, it does not seem likely that the reform now under contemplation even touches the two main problems which secondary education has to face at the present moment. First there is the universal feeling that the Secondary school like the elementary school is functioning generally on a much lower plane of efficiency than the corresponding schools in other countries. Somehow or other the student at the end of his secondary education course stands less well equipped in knowledge and expression than a boy of the

corresponding age in other countries. There seems to be only one way of remedying this fundamental defect and that way is to teach subjects through the mother-tongue. For reasons with which I need not detain you, teaching through the mother-tongue has not spread as rapidly as one would expect. The ignorance of parents, the competition among schools and the lack of initiative on the part of teachers are some of the obstacles to true and rapid progress in secondary education. It is a serious question whether, under the circumstances, compulsory vernacularisation of instruction is not immediately called for. Closely connected with this is the question of the fitness of the pupil when he leaves the secondary school for a course of university instruction. There is no doubt that at present more than half the numbers that enter colleges have no business to be there and by crowding the classes they only drag down the quality of the work done in Colleges. Here again, fear of public criticism, the ignorance of parents, the financial needs of individual colleges and perhaps, even the greed of Universities for fee income are factors which render reform very difficult. It will be noted with regret that an attempt recently made to raise the standard of admission to University classes did not commend itself to the highest academic authority of the Madras University. It is no wonder that Indian Universities were lying and still lie under the charge of doing work which is not higher in grade than good school work in the other countries of the world. University education is expanding fast and is beginning to consume an appreciable part of the resources devoted to education; and in the territorial area served by one university 10 years ago there are now

no fewer than 5 Universities and others are still spoken of. It is necessary to secure that these Universities do not waste their time and resources in doing high grade school work but that they address themselves to their legitimate task of training and equipping leaders of thought and action; and the only satisfactory way of securing this result would be to raise by all means at our disposal the initial equipment of the student

who enters the University, which means better work in schools and higher minima for entrance to the Universities.

I am afraid that I have taken up more of your time with these observations than I should have done. I hope that the Conference will address itself to questions like those suggested here and others which may come up in the course of your deliberations and I wish you a successful session.

FLEETING THOUGHTS.

In life I have known many things...

The gold of sunfire on a hill,
The joy with which a skylark sings,
Sea-music when the wind is still.

The net of stars Night weaves around,
The spell of moonlight in the dusk,
Sly rodents speeding o'er the ground,
Blind Bats stir...the scent of musk.

The soft low lisp of forest streams,
The glow of worms that shine at night,
A cottage window pane that gleams,
An open door-way's welcome light.....

Alas! but I know other things
That careless eyes have missed,
A lonely heart where Love ne'er sings,
And two pure lips unkissed.

Leland J. Berry

NOTES ON PROGRESS IN INDIAN HISTORICAL RESEARCH.

BY

Prof. V. Rangachary, M.A.

(The object of these notes, which will appear monthly is to record the progress made in the field of Indian history. Almost every day new facts are being brought to light and new materials for the construction of Indian history are being unearthed. These columns are intended to summarise the researches of the scholars of the different parts of the world in the field of Indian history from time to time, so that teachers may have an intelligent understanding of the scope and character of the knowledge which is fast accumulating on the subjects Ed).

The contribution of the Punjab to Indian History.

The address which His Excellency the Governor of the Punjab delivered on the occasion of the opening of the All-India Oriental Conference at Lahore on the 19th of November, was devoted to an interesting enumeration of the claims of the Punjab to be the most appropriate venue for the Oriental Conference. "The Punjab and the neighbouring territory to the north-west and west," he said, "seem to have been the home of the Rig-Veda, the earliest monument of the Indian and indeed Indo-European literature. Within the limits of this province are also to be found the traditional site of the battle-field of the great epic, *Mahabharata*, and the ancient sites of Harappa and Taxila. This province still yields a rich mine for study and speculation to a scholar. I need not dwell on the tradition that Panini, the great grammarian, was born near Attock, or on the contributions to literary activity for which Kashmir was famous for some centuries, but I pass on to note that it was through the Punjab that all those successive waves of invasion passed, which were to leave permanent legacies of their influence on the religion, language, literature and art of India. Finally, in most recent times it

was in the Punjab that the Sikhs developed a special history and culture of their own. On the purely literary and linguistic side, the Punjab may boast of a remarkable connection with ancient Sanskrit literature and of no small share also in shaping the literatures of Urdu and Hindi in the Punjab. This literary connection is still a living force, and the Punjab justly takes pride that, within the memory of the present generation, it has had a Hall and that it has had an Iqbal." His Excellency then referred to the collections of Sanskrit manuscripts made by the Punjab University and Lalchand Research Library to the extent of 6,000 and 5,000 volumes respectively, and to the numerous manuscripts in Persian and Arabic made by the former.

International school of Vedic research.

It is a happy sign that the institutions for the study and explanation of the Vedic culture are increasing everywhere. The latest addition is the British Section of the International School of Vedic Research in London. The institution is to be presided over by Lord Ronaldshay, whose writings have done so much to interpret contemporary India to the west. Sir Charles Elliot and the Maharaja of Burdwan are the Vice-Presidents; Lord Meston, Treasurer; and

Sir Thomas Arnold, Sir Stanley Reed, Professor Sayce and Prof. Thomas, members of the Committee. The institution has among its programmes the establishment of professorships in Indian philosophy, the introduction of Vedic studies in the University Curricula of Britain and the exchange of studentships between Britain and India for which special facilities are being provided in Benares and Kashmir.

Sanskrit literature in the 18th century.

The Survey of Sanskrit literature made by Mahamahopadhyaya Haraprasada Sastri in the beginning of his presidential address before the Lahore Oriental Conference, so far as the 18th century is concerned, is of the most valuable and illuminating kind. The talented scholar rightly showed how amazing was the ignorance of the school of Macaulay which guided the destinies of intellectual India in the early British period. He also showed how the Maharashtra which has been generally regarded as comparatively poor in literary output was, in the regime of the Peishwas, in the forefront of literary enterprise during this period. He also dwelt upon the close intellectual intercourse which existed between North India and South India in consequence of the migration of scholars on account of misfortune or other causes. "The 18th century was the palmy day of Sanskrit literature in India. Maharashtra Brahmans, whose ancient profession was the teaching of Sanskrit, were the dominant power in India throughout the century. They not only encouraged Sanskrit learning themselves, but their example was an inspiring light to others to encourage the study of Sanskrit." The Mahamahopadhyaya referred to great jurists like

Anantadeva who, though a Mahratta Brahman, was patronised by Raja Chandra of distant Kumaon and who composed the various Kaustubhas; Vaidyanatha Payagunde who settled at Benares where he wrote his numerous commentaries: Jagannatha Tarkanana of Bengal who composed, at the instance of Warren Hastings, the first code of Hindu Law (generally known under Halhed's translation called *Gentoo Law*). The Mahamahopadhyaya then referred to the great Mahratta grammarian and commentator Nagoji Bhatta whose monumental commentaries on the *Mahabhashya* and other works won the respect, the admiration and the patronage of princes and people throughout India; to the South Indian scholar Anobala who, fleeing from the tyranny of Tippu Sultan, found happiness among the admiring scholars of Benares; and above all the celebrated Nyayadhisa of the Peishwas, Rama sastri, whom the Mahamahopadhyaya describes as the "earthly Providence of the Pandits of India for half a century," a scholar as great in learning as in generosity, boldness, independence and resignation. In spite of such rich literary output and so recently, the early British rulers concluded that there was no Sanskrit poetry, art, culture, literature worth knowing and gave a death-blow to the scholarship of true India.

The loss of manuscripts in India.

Another part of the presidential address dwelt upon the ways in which manuscripts valuable for the construction of Indian history have either perished or left India. The resolution of the British government to make English the language of education in preference to the indigenous languages led

to the decay of learning. Thousands of manuscripts were going to decay in the houses of Pandits whose progeny ceased to study them. Thousands were carried away to all parts of Europe. The Mahamahopadhyaya describes his own reminiscences on the subject. "In the wars of the English in the 19th century he says, "manuscripts were an object of loot. In the year 1886, within a month after the proclamation was issued for the annexation of Upper Burma, Prof. Minayoff who was residing at Milan in Italy received a telegram from St. Petersburg to proceed to Mandalay at once. The professor went there and found that the common soldiers were using the pages of the Manuscripts in the splendid Royal Library of Burma as cigarette papers. He complained to General Prendergast who at once put a stop to that abuse, and allowed Prof. Minayoff to take as many of the manuscripts as he liked. The Professor came to Calcutta and brought to me an introduction from my revered Professor Mr. C. H. Tawney. I believe he took this precaution simply to save me from the attention of the Police for having anything to do with the Russians. He was in Calcutta for several days, but he spent several hours with me. One day I went to his place and he showed me seven big packing cases containing the manuscript spoils from Mandalay. I could not see the manuscripts, because the boxes were then all nailed but the professor gave me a glowing description of their contents. Some of the manuscripts looted in the first Burmese War in 1825 are to be found in the Bishop's College Library." The speaker went on to point out that the *Bhagavat-gita* which was used by Baji Rao II, has found its way to the India Office Library and the

Arabic manuscripts looted from the Library of Tippu Sultan, to the Asiatic Society's collections.

The removal of manuscripts from India to Europe has been in some respects a blessing in disguise. In the mania for western education and culture in India of the early 19th century, these would have perished if they had remained in India. Further, the manuscripts that were taken to the west were not only preserved in a scientific manner, but systematic and erudite catalogues of them were published by savants to the permanent benefit of the world of scholars. The example has been infectious and several Indian scholars have done similar valuable work. The manuscripts carried away to France in the time of Dupleix, about 400 in number, have thus been preserved in the *Bibliothèque Nationale*. Some of the legal treatises in this collection were written by one of the eleven pandits who codified Hindu Law at the instance of Warren Hastings.

Manuscripts to be utilised still.

The Mahamahopadhyaya went on to point out the unexplored channels of manuscript studies in India. He particularly referred to the large number of Buddhistic works, chiefly in the form of translations, in various countries. "In Tibetan there are *Bstan-Hgyur* and *Bkah Hgyur* collections which are said to contain the translation of about 8000 Buddhist Sanskrit works of which only 200 are known in the original Sanskrit. How many Sanskrit works were translated into Chinese, we do not know. Nanjio's catalogue of the Chinese Tripitaka alone contains about 1300 names of Sanskrit works; a few only of which are extant so far in the original. A full stock-taking of Chi-

nese literature translated from the Sanskrit we shall be enabled to make when Dr. Pro-bodh Chandra Bagchi of the University of Calcutta completes the publication of his monumental works on Buddhist literature in China of which the first volume bringing the history up to the Tang period (beginning of the 7th century) has so far appeared. The original Sanskrit works of these translations are to be sought and discovered before they are irrecoverably lost. They will certainly add much to the huge mass imperfectly guessed by Wilson."

Archaeological Research.

Much work has been done by the Archaeological Department under the guidance of Sir John Marshall within India. But Mahamahā Hara Prasad Sastri pointed out that equally interesting work has been done outside India, for example, Gobi and Taklamakan deserts, Java, Annum, etc. The discoveries of Buddhistic remains, manuscripts in palm-leaf and Chinese paper and other materials have given a new idea altogether of the character of Indian civilization and history. The discoveries have yet to be studied in detail. In Japan, he pointed out, great effort is being made to tackle the Chinese translations of Sanskrit works. Prof. Takakusu, for instance, has designed an edition of the Chinese *Tripitaka* with notes and commentaries. The French scholars are publishing their researches on forgotten Indian empires even on the borders of the Pacific. The Mahamahāpadhyaya dwelt upon the necessity to tackle all these materials. He gave a warning against the growing habit of claiming Sanskrit scholarship without sufficient knowledge and against the habit of writing

tions made by western scholars, many of which show lack of sufficient knowledge of Indian traditions and interpretations. He noted that the Chinese translation of Buddhistic works in Sanskrit are particularly unreliable on account of their being free and not always true to the originals, unlike the Tibetan translations which he claimed to be too literal, pedantic and therefore unintelligible. He insisted for these reasons that the Sanskrit originals should always be discovered and depended upon.

A defect in Modern Indian Scholarship.

The concluding portion of this remarkable address gave this warning to Indian scholars. "The Oriental scholars of Europe have done Sanskrit literature a great service by infusing a historical sense in those who are interested in it in India. But in the present day there is a tendency amongst the younger generation of India, to make the Oriental Scholars of Europe their Gurus or Spiritual guides in all matters relating to India. Not being in touch with the soul of India and its traditions, the interpretation of Indian life by Europeans should always be received with caution, criticism and discrimination. They should not be slavishly followed by Indians in matters relating to India. One instance will suffice. The Indian literary chronology set up by Oriental Scholars of Europe, I do not think, will stand. It will be not only greatly modified, but I think, should also be thoroughly revised." The justice of these remarks will be clear from the attitude of scholars like Dr. Keith and Macdonnell, whose writings show, amidst much erudition, a sad lack of sympathy which is often

Dr. Formichi and Sanskrit Learning in America

The Italian Sanskrit scholar Dr. Formichi who is at present in the Professorial chair of Italian Culture in the University of California, has made a stirring appeal to American Education Authorities for better provision for Oriental Research. Referring to the recent death of Professors Bloomfield and Hopkins, he pointed out that there are only 4 or 5 American scholars in Sanskrit, and that this state of things should be remedied. "The study of Sanskrit," said Dr. Formichi, "is of immense importance, first, because it is the most perfect linguistic organism that we know, more perfect than either Greek or Latin in its structure and more transparent, for it preserves all its roots, while other languages have lost many of theirs. The etymology of many words that are lost in other languages can be found in Sanskrit. Among all Aryan languages it is the most perfect one extant. For the mythological, literary, and philosophical view-points, Sanskrit is also of the highest importance. The mythology of Greece and Rome is largely fragmentary; there we have the forces of nature already personified, but the origins remain obscure. In Indian mythology, however, we find the process of personification still going on, so that the whole becomes clear. For the key to our own languages and mythology we must appeal to Sanskrit, and this fact makes it of enormous scientific interest." Referring in particular to Philosophical thought, Dr. Formichi says: "we cannot allow the history of Philosophy to begin with the Greeks, because India has a rich literature of philosophical writings in the Upanishads, which go back to the 7th century B.C., and

certain hymns of the Rig-Veda, which go back to 2,000 B.C., long before the Greeks had begun to speculate. In the matter of religion one can have no idea of how religious phenomena began without knowing the religions of India."

A Mahrathi Lexicon.

A distinct step in the history of the Vernacular literatures of India must be pronounced to have been taken by the organizers of the Mahrathi Lexicon movement. A Joint Stock company for financing its publication with a capital of Rs. 25,000 divided into 1,000 shares has just been formed in Poona. The editorial board consists of scholars who took part in the preparation of the Mahrathi Encyclopædia and who are equally acquainted with the language in its classical purity and its modern developments. The Tamil Lexicon has been a much more costly thing; but a purely non-official agency like the Mahrathi Lexicon committee might do the work in a much more economical manner than a University which has got a bureaucratic way of looking at things.

A Telugu Bible in palm leaves.

In the *Hindu* of the 29th of October 1928, Mr. K. T. Paul gives a description of the manuscript of the Telugu version of the Bible in the Gottingen University. "It is to be found in a box in the shape of a book, measuring 65 c.m., high, 59 c.m., broad and 35 c.m., thick. On the back are the words *Biblica Malabarica*. This box contains ... 5376 palm leaves (each 47 c. m. long and about c.m. broad) in 45 bundles. This Telugu translation of the Bible, which contains the *Apocryphon*, was arranged by the missionary, Benjamin Schultze in Madras. It was

begun in 1726 with the co-operation of a Brahmin and completed in 1732. An edition was planned but appears not to have been undertaken. It was in 1818, in Madras, that the Telugu translation of the New Testament by E. Pritchett first appeared. One copy is mentioned by S. J. Baumgartner who formerly possessed it, in his *Notes on Remarkable Books*, (Vol. IX (Halle, 1736), pp. 288-91.) According to his statement there existed only three other copies of this translation in Madras, in Copenhagen and in the library of the Orphanage in Halle." Mr. Paul draws attention to the *Report of the Danish Mission in the East Indies* (parts II and III) published by G. A. Franken (1729, etc.), and to the *Manuscripts in Gottingen* by Prof. W. Meyer (Berlin, 1894). It may be added, for the sake of information, that the missionary Schultze referred to by Mr. Paul was none else than the colleague of Ziegenbalg, the first Danish-Halle missionary to come to India, who was the inspirer of C. F. Schwartz (1726-1798) and who printed a Tamil version of the New Testament, at Halle.

Lord Morley on Parliamentary Government for India.

The *Hindu* of November 26, 1928, republished a very interesting note on Lord Morley's views regarding the suitability of the Parliamentary system of government and his diplomatic management of his opponents during the passage of the Reforms Act of 1909, from the pen of Sir Richard Burn, in the *Times* of the 3rd November. When introducing the Reforms Act in the House of Lords, Lord Morley vehemently reiterated more than once that his object was not

to introduce parliamentary government in India. He said that he could not even imagine a time when the Indian peoples would be fit for it and he hardly expected a development in that direction as the result of the proposals he was then adumbrating. Lord Curzon was quite of the contrary opinion and when he expressed his fear that the proposed reforms would lead to the establishment of an exotic system in India, Lord Morley assured the House that there was no justification for such a fear. "Early in 1927," says Sir Richard Burn, "I had the privilege of spending several days at Benares with the late Lord Sinha. We had worked together in 1909 at drafting the rules and regulations to be made under the Act of 1909, and he talked freely of the discussions of 1917 and 1918, in which he had a share. Lord Morley had deeply resented Lord Sinha's resignation from the post of Legal Member in India, and for some years subsequently had never seen him during his visits to England. When the Montagu-Chelmsford scheme was taking shape, he told Lord Sinha he would like to see him. Discussing the proposals, Lord Morley said he thought they would do very well. Lord Sinha expressed surprise at this, in view of what Lord Morley had said about his own scheme and the clear advance which was now to be made in parliamentary procedure. Lord Morley smiled and replied that he had not meant what he said." He acknowledged that, while he was inducing Mr. Montague to dwell upon the democratic character of the measure in the Commons, he himself was engaged in diplomatically maintaining before the House of Lords that there was nothing in the proposed experiment! Sir Richard quotes from Lord

Morley's *Recollections* corroborative evidence to show this. In a letter to Lord Minto, dated on March 22, 1909, for example, Lord Morley is stated to have said: "You will laugh at me as a horrible, double-faced Janus for having in one House to show how moderate we are, how in the other to pose as the most ultra-reformers that ever were. Such are what we call *Tactical exigencies*." Blamed by the majority of the Lords for the radical character of the measure, by the Indian peoples for the insufficiency of advance, and compelled to represent before the House of Commons that it possessed the characteristics of both—for the latter body, in spite of Lord Morley's description of it as democratic, had a powerful element of the diehards in it—Lord Morley had necessarily to resort to these 'tactical exigencies'; and certainly it gives a clue to the real sympathy which the statesman had to Indian aspirations and to the baselessness of the apparent contradictions he occasionally indulged in

regarding the capacity of the Indian peoples to carry on a parliamentary type of government. The *Memorandum of Resignation*, recently published, indicates sufficiently the sincerity of the statesman; and though Sir Theodore Morrison replies in a subsequent issue of the *Times* that Lord Morley did believe in the unfitness of India for parliamentary government and always maintained that view in the India Office of which Sir Theodore was then a Member, the quotation which Morrison gives in evidence of his contention sufficiently indicates the elasticity of Lord Morley's views and his readiness to move with the times and satisfy the growing democratic demand of the Indian peoples. - While it may be doubted whether Lord Morley thought Parliamentary institutions, as they are, suitable for India, there is no doubt that he was for fostering, and responding progressively to the development of democratic spirit.

RELATION BETWEEN THE HOME AND THE SCHOOL.

BY

Mr. V. Raghava Iyengar, M.A., L.T.

To study the relation between the School and the Home, we must first settle the functions of the school. It is now commonly agreed in Western countries that the school is one of the most important social institutions charged with the task of the Physical, Mental and Moral development of the young, so that in the fullness of time, they may become fit members of their society. In other words, it is considered the duty of the school to train the young for citizenship. The East and particularly our country has had a higher ideal than this, but I do not concern myself with it in my treatment of the subject, the present schools here being almost all imperfect copies of the West.

What does the school do to carry out its three-fold duties, namely, Physical, Mental and Moral development? The ideal school has to bear in mind the old maxim of a sound mind in a sound body and make suitable provision for the development of the physique of the children. Due attention has to be paid to the subject of physical culture. Playground accommodation adequate for all the school children must be provided. Enthusiastic instructors, at the rate of at least one for every hundred children, must be appointed to engage the children in physical exercises and games, every school day. The school has to see that the principles of hygiene and sanitation are properly observed by them in the school surroundings. Boys ought not to be cramped in narrow ill-ventilated rooms. The school-house is to be located in healthy

surroundings having a plentiful supply of fresh air. Attention has to be paid to the health of pupils by arranging for periodical medical examination and by seeing that the food of the children is adequate for their age and growth. The teachers have to see that the laws of health are observed by the pupils in their daily life, with regard to their person, dress, surroundings, etc.

As for mental development, the subject which probably now receives the exclusive attention of the schools in our country, the ideal school is expected to train the memory, cultivate the mind, educate the senses, and develop the will. The last two duties are not duly attended to in most of our schools.

Moral training, on which depends so largely the real success of the school education, receives little attention in most schools. If the aim of education is 'training for citizenship' and not 'book-learning', surely then, this side of education has to receive equal, if not greater, attention than the first two. The school has to lay the foundation for the formation of character and must create suitable opportunities for the same. The playground, the literary society, scouting, school public functions, and pupils' courts of honour, in combination with the class room must be utilised for the purpose.

Now that we have placed before ourselves the ideal to be aimed at by the school, let us come down to the actual. It is a matter of common knowledge that, as regards the first subject, namely, physical instruction, the conscience of institutions and of the

powers that be, has only been recently roused. The modern school being an exotic plant, we have learnt to be spoon-fed and to respond only to external stimuli. If the authorities feel that physical education must receive prominent attention, we quite agree with them and grow enthusiastic over it. But what do we do? Or rather to be more correct, what can we do? Barring a few exceptions, most of us are without the necessary equipment for physical education. 'want of funds'—'want of teaching power'—'want of adequate playgrounds', is the story all round. The whole subject now considered to necessitate the services of Physical Directors with graduate qualifications, preferably in Biology, has all along been in the charge of a single Drill Instructor who, in addition to drilling, has also to draw, if he is not also—as often happens—directed to look to the miscellaneous needs of the school-house, and need I say of the managements. This single instructor, who has to keep up appearances,—his low pay notwithstanding,—drills the pupils once a week, and sometimes twice a week. The boys have it as their usual amusement hour—unless special care is taken about the discipline of the pupils by deputing other members of the staff—and have it out of the poor drill master. Thus, the Drill Class provides an opportunity for pupils to learn habits of discipline, rather than physical training.

School games fare no better. They are usually in charge of a single assistant who has to take to it as a labour of love, the management not offering him any special remuneration for his additional work. The head-teacher has to use all his resources to get hold of a willing and enthusiastic games

superintendent and once he gets him he is not willing to have any change, lest he should fail to get another equally fit. Unfortunately, there is no rivalry or competition for this office. So, the Games Superintendent is conscious that he is doing his best and that none can do his work better. His chief is equally conscious that he must somehow pull on with the hand available, for has he not chosen his best? Hence, none of them can, by the nature of the case, afford to pause to think of the deficiencies of the arrangement. The games superintendent has to fight against heavy odds, namely the want of requisite materials, want of adequate playground, and he is ever conscious that he is doing a sort of thankless honorary work, uncheered by his colleagues, and unappreciated and often adversely criticised by the public.

Now amidst this state of things what can the home do? The home which is vitally interested in the well-being of its children can interest itself in the matter in two ways. Indirectly it can create an intelligent public opinion in favour of physical training, and influence the Government and Management to satisfy the school needs. Directly, it can see that its children lead clean and healthy lives, take physical exercise regularly and it can also supply suitable opportunities for physical activities at home by providing garden-space and play-accessories to their children. They can pay periodical visits to the school play-ground, by way of encouraging the youngsters. The school sports-day may be considered a day of great importance in the locality, and each home may make it its duty to attend it. The presence of the relation of the pup

will be an added stimulus to children to take interest in physical activities.

Home Co-operation in the intellectual field.

It must be remembered that the task of mental development attempted in our schools is defective in many respects, as times out of number, the system in vogue in our schools has been criticised and we have yet to fondly wait for the day when the subject of education directly in charge of the peoples' representative, will be remodelled, so as to fit in with the conditions of our society and the needs of our country. Hence, the home has a greater responsibility in the matter than is the case in countries where the system is in accord with the needs of the people. It is a commonplace criticism that the intellectual training given in our schools is shallow and barren. It does not produce original men but only imitators, because our Educational system takes no account of the past culture of the land, and was designed primarily for the purpose of producing servants for the state. In remedying this state of things educationists are bound to take the lead. But placed as they are at present, without voice, and without what the world terms, prestige, they can effect precious little, as is evidenced by the comparatively few results achieved by teachers for all the efforts made by them, in their Guilds and Provincial Conferences, for over two decades. Hence, the home must join the teacher in fighting for the long overdue educational reform. Only then, is there any hope of our school becoming a truly social institution having for its object the cultivation of the young minds in our own culture, and in all that is

great and good in other cultures. It is really a painful spectacle to see our youngmen neglect the free-flowing stream of national culture which has quenched the intellectual thirst of ages untold, and which has won the admiration of the most advanced scientists and philosophers of the day, and to run to a new stream whose waters, however good for other constitutions have yet to be tested before they can be declared fit for our use. The worst part of the situation is that, after criminally neglecting our culture we complain of its stagnation, of its want of up-to-dateness, and so on. What has the home done to help the teacher in this big fight he has to wage for his country's culture? The average parent is too despondent and too fatalistic to concern himself with problems of this type. Says he, 'that is the task of the Government', and of those who fight with them—the politicians.

Coming down to the daily work of the school as at present constituted, here again one hears frequent complaints from teachers regarding the indifference of parents. The pupils are becoming increasingly indifferent to their work; there is a growing tendency on the part of pupils to take things easy and light; the exercises set are not done; examination results, both school and public, show a decidedly downward tendency. The teacher teaches the new lesson; takes as much trouble as he can to impress his points upon the pupils; exhorts them to think over them at home so that the ideas may be permanently retained by them. But what if the last part of the educative process is not attended to? The pupils' progress is poor; he has learnt nothing and forgotten nothing; he gets detained in the class. The teacher's trouble is not over with the

chagrin and disappointment he has to experience at his work going unrewarded; he has to give satisfactory answers to the parents who cannot understand why their sons, should not be promoted while promotions are generally very liberal now-a-days. These parents who generally interview teachers at the time of the annual promotion argue in the following strain:—Public Examinations even are losing their value; why then, should schoolmasters make education more costly by detaining pupils in classes? What does the school or the teacher lose by one additional boy being sent up? The parents are prepared to take their chance in the public examination. Why should the school cruelly stand in the way of their boys trying their chance in the next higher class? Short of this annual visit on the part of a few over anxious or poor parents, there is general indifference in the home regarding the pupil's intellectual work at school. Few care to know the weekly or monthly progress of their children. Why, those teachers who are in the habit of issuing terminal reports know how difficult it is to get back the reports with the parents' signature, and what insulting remarks from parents they have sometimes to pocket for their zeal in appraising the parents of their boys' progress. While so, it is needless to point out that the home takes little initiative in acquainting itself with the intellectual work of the school. Invitations for Annual School functions which will give parents a good idea of the kind of work done at school and the achievements of pupils, are responded to by very few. And yet, we are not wanting critics who deplore that all is not well ever since they left school, and that things are

decidedly deteriorating. Surely, the teacher's social service deserves better recognition than this. The homes are either indifferent or ignorant.

Let us now see what co-operation is extended to the school in its next important duty, the training of the heart. The present day school with its inflated strength, with its yearly change of teachers and with its narrow outlook—manufacturing 'eligibles'—has not much scope for work in this field. But it cannot be said that even so the school is altogether bereft of opportunities for this most important work of education. The various subjects taught in the class room, not excluding Arithmetic, have their own moral values, and afford suitable opportunities for the good teacher to imprint on the young minds the qualities that go to make up greatness and goodness. Extra class room activities also afford him additional opportunities for the purpose. The various school games are of great value in impressing upon boys the principle of 'all for each, and each for all.' Scouting activities help the teacher in training boys to be observant, to love outdoor life, to be resourceful, to be obedient, to sacrifice individual interest for the collective good, and to imbibe a passion for service. Love of the great ones may be fostered by organising the birth-day celebrations. But when all is said, it must be confessed that the school, circumstanced as it is to-day, has opportunities, more for teaching about virtues, than for teaching the virtues. Morality is essentially a question of practice, and not of the theoretical study. It is not the number of lessons given in morality, or the number of illustrations pointed out, that makes a man moral, but the good

individual efforts made by him to be moral. Morality is a question of habits which develop into character. Hence, the best way to make a young boy moral is to make him practise good habits and give him opportunities for practising them until these which were originally efforts, difficult of accomplishment and attended with pain, become automatic, easy and pleasurable. The teacher at school can find out, which boy is practising good habits and which boy is not; he can advise and exhort them to form good habits. But remaining, as the boy does, for only 5 hours out of the 24 with him, in the course of which he has to concentrate his attention upon his primary work of instructing his pupils, the teacher has little chance of coming into close contact with his pupils and studying their habits. It is no doubt true that this part of the educational work was considered the most important work by the ancient Indian teacher, but we are not now speaking of institutions of the type that existed in ancient India with a group of pupils centred round a single teacher whose very life was an education to his pupils. Hence, the home which lives closest to the boy has to supplement the school, here much more than in the two tasks already mentioned, for two reasons, namely—the practical difficulties facing the teacher, and the importance of the subject from the point of view of the individual and the state. The parent then should observe his boy's habits, compare notes with the teacher, and enlist his co-operation in rooting out the bad, and fostering the good ones. He must acquaint himself with the teachers' estimate of the boy, and use it for his son's betterment. If, as it sometimes may happen, the teacher's estimate of his boy

turns out to be incorrect, he must have a private talk with the teacher on the subject, correct him, and convince him about his mistake. He should not, instead, speak lightly of the teacher, or his opinion, in the presence of his boy and this, not for the teacher's sake, but solely, for the good of the boy. The example of the home is also another important factor contributing to the cultivation of good habits.

The importance of Moral Instruction becomes all the greater since religion which supplies, in the early ages, at any rate, a very valuable incentive for right conduct is for various reasons not taught in schools and since boys are coming into contact at school with an aggressive new culture which does not take things on trust, but which begins to question why, before it takes in anything.

Thus, it is seen that whether we consider the educational ideal for which we should all work, or the activities of the present day school, the co-operation of the home is highly desirable, if our work is to bear fruit. How then is the gulf between the teacher and parent to be bridged? The answer is clear. He who feels keenly the absence of the connecting link and who is daily complaining that his work—'be it ever so earnest—is not earning any return—must take the lead.' The school must be made a centre of attraction for the parent. Sports demonstration, elocution contests, School-day celebration, birth day celebrations of great men, musical contests, religious discourses, lectures by important local men on subjects of practical value in daily life, such as the cultivation of paddy, cocoanut, the production of wealth—the machinery of Government—the functions of the various

departments—are some of the means open to the school, to attract the public to the school. Periodical educational Exhibitions may be organised by the Guild or Associations. Educational weeks to stir up the minds of the public may also be organised.

But the carrying out of the above suggestions implies the existence of strongly organised Associations. Teachers have to live themselves, before they can think of infusing life in others. Members of Associations have only to ask themselves how often they meet in a year, what subjects they have discussed and what good they have done either for themselves or for Education. It is no use hugging to ourselves the consolation that other Associa-

tions are no better. False analogies are brought forward that the House of Commons is only poorly attended—that Legislative Councils are equally bad if the Whips are not active, that Bar Associations do not do even as much work as we do. An opulent man can well afford to look on with indifference, at the rising price of food-stuffs, but not the man who has to use all his wits to balance his monthly budget.

In conclusion, my submission is that the parents have severely left us alone, and my request is that we should make our Associations live, infuse life into the home, and remain in living touch with it, for the good of all, the teacher, the parent, the rising generation, and the generations to come.

NOTICE.

The Secretary, Journal Committee, regrets the delay in the issue of this Number, for reasons beyond his control. It is hoped however that the next Number will appear in time. (Subscribers that have not yet remitted their Subscriptions are requested to do so at their earliest convenience.)

THE SECRETARY,
Journal Committee of the S. I. T. U.

THE RIGHTFUL PLACE OF GEOGRAPHY IN SECONDARY SCHOOLS.

BY

Mr. V. K. Sourirajan, M.A., L.T., Dip., Econ.

In any scheme of Secondary education the courses should be so designed as to give pupils who leave school at the end of the sixth form course not only an equipment of facts sufficient to enable them to understand men and things but also a training to reason for themselves from given data regarding the ordinary facts of life. The average pupil must be made to read and understand easily ordinary topics of discussion in the newspapers and must be able to follow with ease any reference to phenomena of outstanding importance to whatever branch of human knowledge it might relate.

Since the Secondary education course is to be modified in the light of the experience gained by working the present S.S.L.C. course for a period of about 20 years, the authorities should consider the desirability of so arranging the courses that pupils should be able to have sufficient cultural training at the end of the course. The danger has to be avoided, of overcrowding the syllabus in the different subjects and thus making the course too heavy.

The criminal neglect of B. group subjects warrants that if a subject should be taught in School it should be a subject for the examination also. In view of the proposed inclusion of the B. group subjects, as compulsory subjects to be studied by candidates the best arrangement would be to reduce the two optional subjects to one optional

only. Doubt has been expressed in some quarters as to the necessity of even one optional. It seems proper to have one optional in order to enable pupils taking up a science course at the university to do a little practical work at school and also to afford facilities for those who may discontinue their studies with the S.S.L.C., to have some knowledge of a subject like Book-keeping, Commercial correspondence, or Shorthand and Typewriting, which would enable them to enter life on somewhat advantageous terms.

The modified course should include the Vernacular, English, Mathematics, Elementary Science, Outlines of the History of England and India and Geography as compulsory subjects. So far as the study of Geography is concerned there seems to be no definite knowledge among the public regarding the scope of the subject. I shall endeavour to show that Geography which will be taught to the pupils will have direct relation to human life, and will be an attempt to reason and connect all facts regarding human life, which will make the pupil feel interested in knowing the methods of human activity caused by changed environments in various parts of the earth.

The subject will not be the dry narration of facts as it used to be taught in good old days. The educational world must realize what modern Geography is and what its implications are. No parent need be alar-

med that if Geography is to be taught to his children they would be asked to name all the ports, rivers, mountains or such like features in a country commencing from the north and ending with the extreme south or *vice versa*.

It will be seen from the outline syllabus recommended by the Madras Teachers' Guild for the modified S.S.L.C. course that portions of Geography intended to be taught, will relate to the facts of earth knowledge applicable to human life and will create a live interest in the pupils to acquire knowledge regarding the ways of life in the matter of food, clothing and housing condition of persons living under different conditions elsewhere than near the home region. Pupils will not be burdened to learn mere unconnected facts. One typical region will be studied as an illustration of what would be found in all such regions. The river Ganges may be studied in detail from its source to its function with the sea to enable pupils to understand how a plain becomes fertile and how a delta is formed. The Geography of India would be studied in all its aspects but not as one continuous study at the same time. The Indian Empire will be read along with other regions of the world but if the proper methods of teaching Geography are adopted the study of the home land would come in at every stage of the school career.

Economic Geography is regarded as a subject with an elementary knowledge of which every citizen of an enlightened state should be acquainted. The facts of economic Geography are constantly changing. This can easily be understood by considering the position which coal, oil, and electric power occupied in the scale of industrial economy a decade ago with what it is now.

Geography lends itself to be taught in a scientific way by giving the requisite hand and eye training by giving scope for practical work while studying every branch of the subject. Pupils will be encouraged to make clay-models, to go on excursions to study nature, to draw graphs which will give them a vivid and graphic idea of the facts relating to human life.

In an essentially agricultural country like India we can give an agricultural bias to the pupils by emphasising about agriculture as an industry, on aspects like agricultural co-operation in Denmark, of scientific farming and garden culture thus bringing home the cry of 'back to the land'. The slogan can become effective only if people take to it seriously after understanding its implications on right lines. The industrial life of a people may be taught to the pupils while teaching a lesson on an essentially industrial region like S.W. Europe or Eastern United States or Bombay.

Rightly understood and properly taught Geography can contribute very much for the cultural improvement and general knowledge of the rising generation. It is hoped that the S.S.L.C. Board would draw up for Geography a syllabus with not many details but one which would allow the pupils some freedom to devote sufficient attention to practical work. At least two periods per week in each of the high school classes, must be allotted for the subject so that it might gain its due place and cease to be the Cinderella of the School course which it has been so far. Last but not least, the reason for giving training in Geography for all pupils is that some at least of them may be well fitted to choose Geography as one of the optional subjects in the Intermediate course.

EDITORIAL

20th Provincial Educational Conference.

This Conference was held at Chidambaram on the 28 and 29th December. On the 27th Dec. the Exhibition was opened by Diwan Bahadur L. A. Govindaragava Ayer. As one connected with the management of the P. S. High School, Mylapore, he said he was glad to express his warm appreciation of the work done by teachers. We believe that the educational progress of our presidency depends upon the harmonious relations between the teachers and the management. Mr. K. A. Nilakanta Sastri, the Chairman of the Reception Committee, extended a warm welcome to the delegates and the Conference was presided over by Mr. P. T. Srinivasa Aiyangar. Many interesting papers which were already printed and distributed among delegates were read at the Conference. There was a demonstration of physical activities and the enthusiasm of Mr. Andrews and his friends was highly appreciated. The number of delegates was as many as 500. The Reception Committee had in the inclemency of the weather a formidable foe to reckon with and the conference is indebted to them for all the trouble they had taken to make the stay of the delegates comfortable. The Resolutions that had to be considered were not available in time in the proper form and a sub-committee of the subjects committee was appointed to draft the resolutions and get them ready for consideration at the Conference. The Resolutions drafted by the sub-committee were discussed at the Conference and all of them were passed with the exception of one which was withdrawn (videresolutions published elsewhere) The office bearers

of the union were elected. We are thankful to the delegates for the support extended to our Journal. It is our hope that every school will go in for at least one copy of the journal so that teachers in each school may know what is going on outside. The Board of Management of the protection fund presented its report and the office bearers for the ensuing year were elected. We are thankful to the subscribers of the Protection Fund for helping us in our work. In his concluding speech the President referred to the need for revising the constitution of the S. I. T. U. He said that the Reception Committee should not be saddled with the additional responsibility for the preparation of the Agenda of the Conference and said that the Executive Board of the S. I. T. U. should take in its own hands the drafting of the resolutions to be considered at the conference. We trust this would receive the attention of the office bearers of the S. I. T. U. at an early date so that the Conference in future may concentrate its attention on important questions. The thanks of the Conference are due to Mr. P. T. Srinivasa Aiyangar for the great enthusiasm he has evinced in the work of the conference. The Coimbatore District Teachers Guild has invited the Union to hold the 21st Conference at Coimbatore and this has been accepted. The conference should be regarded as a great success.

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Lesson from Australia.

When the Hartog Committee was examining the witnesses at Madras, it appeared that some members were really anxious to know whether the electorate could understand the policy advocated by ministers and

other leaders at the time of election. So far as we know, neither the Ministers nor the leaders have laid any claims to a definite policy nor have they ever felt themselves called upon to find one. It is well known that persons happen to be appointed Ministers not because of any policy which they may have cared to place before the public. The policy of the Ministers, if there be one at all, is nothing more than the eminently practical one of "keep on and get along". Nobody need be surprised if no progress be noticeable in the sphere of education even though it is a transferred subject. Many of the serious defects whose existence has been frequently admitted have yet to be removed. We cannot be proud of the progress that has been made in the expansion of elementary education, the better, and it is being tossed about to and fro. As for the Grant-in-Aid Code, the Minister for Education cannot see his way to hold out any hope. Public money is spent freely in the appointment of Committees, and we cannot get an idea of the reports submitted by them. Improvement may not be impossible if the Director of Public Instruction who is responsible for the continuity of educational policy places before the Government in unambiguous terms the requirements of Education. He should be the guiding personality who should urge upon the Government the necessity for launching upon schemes of expansion without being unduly obsessed at every step by the idea of the deficit budget. How can the managing bodies and teachers accept the time-old plea of want of funds, when our Presidency has had a windfall in the remission of the provincial contribution. Has it ever struck any member of

the Legislative Council that he should ask the Minister for Education whether he intends to get a substantial amount from this provincial contribution earmarked for the improvement of education.

It is refreshing to turn from this atmosphere of indifference to Australia whose educational system is admitted to be satisfactory. "The watchword of Australian education has been 'State education-free, compulsory, and secular'." The Australian statesmen were not deterred by the intricate nature of the problem and the difficulties which appeared formidable at the outset served only to call forth a spirit of strong determination on the part of the Ministers. The vast area, the heterogeneous population, the thinly-populated districts, the scattered settlements, and the conflict of religious faiths conspired together to make the problem complex. If to-day the educational system of the Australian states be found to compare very favourably with that in the European countries, it is primarily due to the earnest attempt on the part of the authorities to understand the situation and to find a satisfactory solution. The history of the strenuous efforts which the different states have made, is well-described in the book "Education in Australia" edited by Prof. G. S. Brown of the Melbourne University. Here is an account of the spirit in which the educational problem has been tackled by the Minister of Education and the Director of Education. "A well-defined aim point or objective, is absolutely necessary as a controlling factor in the development of the educational policy of the state. The outlook on the whole question must rise superior to the mere question of *present practicability*. To determine the

remote aim point so that educational drift shall be in the proper direction is of prime importance. Our present undirected educational drift is hopelessly inconsistent with the attainment of a high degree of excellence."

. . . "Indeed none of the developments... can be effected unless the Government shall have caught the enthusiasm for education which will be the financial resources available for the carrying out of a progressive educational programme."

This book furnishes valuable information regarding the different types of schools designed to suit the varied needs of the districts. "A special feature of the Australian educational system is the literal provision of bursaries and scholarships which make it possible for a large number of boys belonging to the poor families to proceed right up to the university. The rural schools have received special consideration and the provision of allowances for conveyance, books, boarding, etc., considerably minimise the difficulties of the parents. Great importance is attached to the training of teachers and the development of the training college on sound lines is a matter in which every state is deeply interested. Efficiency is secured by the provision for Registration of teachers and the employment of untrained teachers is ordinarily, prohibited. While the Government in our presidency considers the representation of the S.I.T.U. for the standardisation of scales of salaries for teachers, impracticable, the Australian states appoint committees which are vested with statutory powers to classify teachers according to qualification and to fix the salary of each class. The classification proceeds on lines calculated to induce a teacher to acquire higher qualification.

The last chapter which deals with educational statistics should be read by all those who are interested in the educational progress of our presidency.

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"Guardian"

Our attention has been invited to a letter which appeared in the educational supplement of the Hindu on Wednesday the 2nd Jan. under the *nom de plume* 'Guardian'. We have no doubt that teachers will heartily welcome the co-operation of parents in respect of the education of the children. What value is attached to this co-operation is evident from the resolution on "Parents' associations" adopted unanimously at the Provincial Educational Conference held recently at Chidambaram. Our complaint has all along been that parents are not evincing as much interest in the education of their children as they should. The letter referred to above contains some statements which are misleading. It is not true that the Conferences of teachers "deal largely and vehemently with the status and salaries," and we would appeal to the "Guardian" to go through the columns of the "South Indian Teacher" before making such statements. There will certainly be no need to discuss such questions if parents like the "Guardian" realise their responsibility and make representations to the Government. It will then be possible for teachers to devote their entire attention to questions of purely academic importance. The opinion may differ with regard to courses etc referred to in the first paragraph of the letter and we shall be very glad to know how parents feel with regard to the same and to publish their views in our columns. It is not proper for the corres-

pondent to expect teachers to take the initiative in representing to the Government the desirability of refunding the application fee under certain circumstances. It is a matter which rests with parents themselves and any representation from the parents will receive consideration more readily. It is necessary in the interest of sound education that the point of view of the teacher as well as of the parents should be properly presented and understood and we hope that our public men will take advantage of our journal, the accredited organ of the profession in South India, and acquaint themselves with the details of the educational system,

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The District Educational Officers' Conference.

We understand that a conference of the district educational officers will be shortly held this year also. These officers form the connecting link between the Director of public Instruction and the large number of schools, Elementary as well as Secondary, scattered throughout the presidency. The utility of a conference of this kind cannot be questioned, and we hope it will not confine itself to matters of mere administrative routine. The responsibility for an all-round development of education rests upon the Director and he will do well to ascertain from his officers the condition of the schools under local bodies and under private management. It will facilitate the transaction of business if a questionnaire regarding Elementary and Secondary schools be prepared at the office and if the officers be required to gather facts relating to topics such as the Grant-in-aid Code, the relation between the management and teachers, the relation between the local bodies and schools, the conditions of service in non-Government schools, the non-payment of salaries, the provision for equipment, etc. There is one point which we feel found to place before

the Director for his special consideration. He may be aware that a resolution was moved at the Chidambaram Conference, which took objection to the passing of adverse remarks by the educational officers in the class room. The resolution was after some discussion withdrawn by leave of the house. This consideration on the part of the teachers assembled at the Conference is praiseworthy and it shows that teachers are not unmindful of the help rendered to them by the educational officers on the whole. We have now and then heard, and we presume the Director also would have heard that a few district educational officers persist in making adverse remarks in the class at the time of inspection. It will not be controverted that such comments in the class room, whether by the district educational officer or by the head master, are sure to bring down the prestige of the teacher and will bring the chair into contempt. We are just now reminded of what Mr. Littlehales said some years back while addressing a gathering of the officers of his department. While appreciating the difficult position in which his officers were placed in relation to local bodies he felt it necessary to impress upon them the value of *tact*. We appeal to Mr. Grieve, our Director of Public Instruction, who is thoroughly conversant with the conditions in schools, to ask his officers not to add their quota to the worries of the distressed teacher. As for teachers, they may be expected to give no room for criticism of any kind. If they, however, feel that unwarranted remarks have been made, it is their duty to enter an emphatic protest in a constitutional manner. A teacher who pockets all insults is not qualified to train the children on proper lines and to help them to grow into right minded independent citizens able to maintain their self-respect.

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[N. B. The Conference of Educational officers referred to above, has since been held. A report of the proceedings is however not available. Ed.]

NEWS FROM ASSOCIATIONS.

XX PROVINCIAL EDUCATIONAL CONFERENCE. Dec.1928.

Resolutions Adopted at the Conference.

I. This conference places on record its deep sense of sorrow at the death of Lalaji, the Rajah of Panagal, Messrs. Rao Bahadur T. Sankara Rao, S. Narayanaswami Ayyar, M. Krishnaswami Ayyar, T. V. Srinivasa Ayyangar and the

Hon'ble Mr. S. R. Das.

II. This conference prays for the speedy recovery of His Majesty the King-Emperor.

III. THE ANNAMALAI UNIVERSITY

This Conference rejoices at the foundation of the Annamalai University at Chidambaram and tenders its sincere thanks to the Hon'ble Sir Annamalai Chettiar, the Founder, and wishes for this, the First Residential University in South India, a prosperous career.

IV. This Conference requests the Government to enunciate a well-defined and comprehensive policy of educational expansion under Elementary, Secondary, Vocational and University education; that with a view to achieve the same, this Conference recommends that Elementary Education should be made free and compulsory within a period of 5 years for children between the ages of 6 and 11.

(b) This Conference is of opinion that Secondary Education should be conceived of as a whole and reconstituted so as to be a real preparation both on the cultural and on the vocational sides and therefore urges that Secondary Education should be re-organised on the lines of the proposed Secondary Education Bill recently formulated by the Government of Bengal vesting the entire working of Secondary Education in that Board.

V. THE GRANT-IN-AID CODE.

(a) This Conference considers it desirable that educational institutions under private management and those under local boards should all be included under one Grant-in-Aid system and it therefore recommends to the Government that the rules of the Grant-in-Aid Code be amended in the following manner so as to enable the Secondary Schools to function efficiently. (vide Resolution No. 1 of the Vellore Conference).

(b) This conference of the S. I. T. U. has heard with great concern that the Government contemplate the reduction of the percentage of the grant-in-aid in respect of the cost of equipment and building for the teaching of Science subjects in schools and colleges from two-thirds to one half, and it is strongly of opinion that, if this reduction is effected, the efficiency of teaching science subjects will be greatly impaired, and therefore, urges that the proposed reduction be not carried out.

VI. PHYSICAL EDUCATION.

(a) In view of the poor physical stamina of school-going children of our Presidency, this Conference resolves that all the receipts under Game Fees be constituted into the Games Fund and administered solely for the physical improvement and welfare of the students.

(b) That the Government be requested to give special Physical Education grant so as to enable the school authorities to appoint duly qualified Physical Directors and to provide necessary equipments.

VII. AIDED EDUCATION.

This conference repudiates the opinion of the Minister of Education that the relation between the teacher and the management is the same as that between the employee and the employer governed by the law of supply and demand; and it is of opinion that the policy of the Government as defined in the various despatches and resolutions of the Government of India makes it obligatory on the Government to promote the interests and the efficiency of all non-government institutions by granting them liberal financial help.

VIII. SECURITY OF TENURE.

This Conference after mature consideration of the views of the Minister of Education regarding the security of tenure of teachers, feels that the Government should not be deterred by the apparent complexity of the problem and suggests the following remedies;—

(a) The Government should appoint for each District whenever necessary a Board of Arbitration consisting of a representative of the S.I.T.U., a representative of the Department

of Public Instruction, and a representative of the Management with power to co-opt local members, to decide cases of dismissal, suspension, or notices to quit.

(b) The decision of the above Board be made binding upon the management and the teacher.

(c) The acceptance of such decision and the framing of definite rules of service in aided schools on the lines of fundamental rules relating to the Vacation Department of the Government be insisted upon as a condition of aid.

X. STANDARDISATION OF SALARIES.

In view of the fact that some of the provinces in India have introduced standardised scales of salaries for teachers and also in view of the fact that teachers of all grades in non-Government schools should be assured of a career, this Conference once again urges the immediate adoption of the standardised scales of salaries as given below and recommends that the adoption of standardised scales be made a condition of recognition and aid.

SCALE OF SALARIES.

L. T's	...	Rs.	100—5—200
Trained Intermediates...	"	"	60—4—140
Trained S.S.L.C's,	...	"	40—3—100
Senior Pandits	...	"	60—4—140
Junior Pandits	...	"	40—3—100
Drawing and Physical			
Instructors	...	"	40—3—100
Manual Training and			
Commercial Instruc-			
tors.	...	"	60—4—140
Higher Elementary	...	"	35—2—75
Lower Elementary	...	"	30—2—70

N.B.—Allowance for Head-masters according to the nature and size of the schools.

X. PROVIDENT FUND.

In view of the progressive reduction in the rate of interest on the post office cash certificates and also in view of the inability expressed by the Government to increase the rate of interest, this Conference requests the Government to increase its contribution from 1/3 to 1/2 of the amount to the credit of the subscriber.

(b) This Conference is of opinion that the present provident Fund rules applicable to the Teachers in Municipal and Board Schools are illiberal in as much as they make it optional

for the Municipalities and Local Bodies to give or withhold the whole or part of the bonus and therefore urges on the Government the need for making the grant of full bonus obligatory on the management.

XI. S.I.T.U. COMMITTEE OF ENQUIRY, *Re-SERVICE CONDITIONS.*

This Conference appoints a committee consisting of Messrs. B. Munisami Naidu, B.A.B.L., of Chittoor, T.S. Ramaswami Ayyar, B.A. B.L., of Madras, P. A. Subrahmanya Ayyar, of Madras, S. K. Devasigamani of Trichi. N. S. Vekatrama Ayyar of Karraikudi, C. S. Rangaswami Ayyangar of Villipuram, S. T. Ramanuja Ayyangar of Katuputhur, and Mr. S. K. Yegnanarayana Ayyar, (Convener), to enquire into the service conditions of Teachers in non-Government Schools and to take evidence from organised bodies of teachers and from individual teacher and managers and it requests the committee to present its report on or before the 30th June 1929.

XII. GENEVA AND ELSINORE CONFERENCES.

(a) This Conference deposes Mr. Janardhanam Naidu of Chittoor to the ensuing World International Federation of Teachers at Geneva in July next.

(b) This Conference further deposes Messrs. Janardhanam Naidu and B.N. Sarma to the World's New Education Fellowship Conference, at Elsinore.

XIII. RECRUITMENT OF DISTRICT EDUCATIONAL OFFICERS.

This Conference urges on the Government the desirability of recruiting not less than 50 per cent of the District Educational Officers from the ranks of experienced Teachers in non-Government Schools.

XIV. VACATION COURSE.

This Conference recommends that the S.I.T.U. do organise with the help of Government Grant Vacation courses at various centres of the Presidency, preferably at health resorts for the benefit of Teachers in order to enable them to keep themselves in touch with modern developments in education.

(b) This Conference further requests the managements to grant travelling allowances to teachers attending such courses and it further requests the Government to treat such expenditure as a legitimate item of expenditure in the financial statement.

XV. WORKING DAYS

This Conference resolves that the Headmasters of Board and Municipal Schools should be given full discretion to fix the holidays for the year provided the school works not less than 180 days in the year.

XVI. S. S. L. C. TEXT BOOKS.

This Conference urges that all S. S. L. C. Text Books be published before the 1st week of June.

XVII. PARENTS' ASSOCIATION.

This Conference is of opinion that managers and headmasters of Secondary Schools be requested to encourage the formation of School Associations of parents and guardians for bringing about a real and harmonious co-operation between the home and the school so as to promote the best interests of school children.

XVIII. ELEMENTARY EDUCATION COMMITTEE.

This Conference appoints a Committee consisting of Mr. R. Janardhanam Naidu (Convener) S.K. Devasigamani of Trichi, C. Narayanaswami Ayyar of Valavanur, V. Vasudeva Rao of Tinnevely, and R. Srinivasa Ayyangar of Peelamedu, to consider the amending bill of Elementary Education Act in all its various aspects, such as control and administration, course of study, grants and subsidies and teachers' salaries, and submit their report before 31st March 1929.

XIX. S. I. T. U. LIBRARY.

This Conference recommends to the S.I.T.U., that a reference Library consisting of latest educational books be formed and books from it be lent to district Teachers' Guilds on application.

XX. CHOICE OF TEXT-BOOKS.

This Conference resolves that the Government be requested to vest the power of choosing text-books in Headmasters only and not with Headmasters and Managers as in Madras Educational Rules Rule 38 (6th Edition.)

The 6th Salem District Secondary Teachers' Conference.

The above conference was held at Krishnagiri on the 24th, 25th and 26th November 1928. The Conference after reiterating the resolutions passed at its previous conference adopted the following:—

(1) The Conference while re-affirming its faith in the S.S.L.C. being as originally con-

ceived a real School leaving certificate without the domination of any public examination urges on the attention of all concerned the need for making provision for the following in the scheme of revision now under the consideration of the Government.

i. The instruction in all non-language subjects through the medium of the mother tongue,

ii. Training in Music and other Fine Arts manual training and instruction in Vocational subjects,

(2) This Conference while expressing its appreciation for the encouragement given so far to the S.I.T.U. Journal, The South Indian Teacher, expects all the teachers of this district to really profit by it by subscribing for it in large numbers.

(3) This Conference resolves that the managements of all schools be requested to introduce Hindi in all the schools under their control.

(4) The Conference urges that (a) teachers Associations ought to take a deeper interest in Adult Education which is a part of rural reconstruction and (b) that the library movement may be started with advantage in every High School Centre with a view to the furtherance of Adult Education.

The Ramnad District Teachers' Guild.

The third quarterly meeting of the above guild was held in the S.B.K. High School with Mr. A. David Masilamoni M.A. in the chair. The guild reiterated the Resolutions passed at the 19th Provincial Education Conference. A strong appeal was made to the members to join the Protection Fund.

The Tinnevely District Teachers' Guild.

The Fourth Annual Conference of the above Guild was held on the 24th November 1928 in the S.M. High School, Tinnevely, when K. S. Ponnusawmy Esq., B.A. B.L., presided. Mr. K. V. Subbiar, the District Educational Officer, in opening the Conference said that he was aware of a number of cases where the management was not contributing anything. In such cases he threw out the suggestion that the teachers might form themselves into a Registered Society and take up the management if the school would be self-supporting with the fee income and Government grant.

The Conference then reiterated the Resolutions passed at the 19th Provincial Educational Conference. It also appointed a Special Sub-Committee to suggest improvements in the existing system of Secondary and Elementary Education.

The office-bearers for the coming year were then elected

President.

Mr. T. Anbudaiyan, B.A. L.T., Headmaster, C. M. High School, Tinnevely.

Vice-President's.

(1) Mr. V. S. Sivakolunthu Mudaliar, B.A., L.T., Headmaster. B. H. School, Koilpatti.

(2) S. S. Venkatarama Iyengar, B.A. L.T., Thirithapathi H. S. Ambasamudram Assistant Headmaster.

Secretaries.

(1) Mr. N. Emberumanar Iyengar, B.A. L.T., Coronation High School, Srivaikuntam.

(2) P. S. Eswaremuthia Pillai, B.A. L.T., Hindu College, Tinnevely.

The Madras Teachers' Guild.

A general body of the above guild was held on the 8th December 1928 in the Hindu High School, Triplicane with Mr. P. A. Subramanya Aiyar in the chair, when the following recommendations regarding the recognition of the S. S. L. C. were considered and passed.

1. That in the course of studies for S.S.L.C. there shall be a group of compulsory subjects, and a group of Optional subjects.

2. That the compulsory group shall comprise English, Second language (a Classical language or a South Indian Vernacular) Elementary Mathematics, Elementary Science, History of India and Elements of the History of England, Geography of India and the world.

3. That the Optional group do comprise the subjects now offered but that History of England and History of India be treated as two different subjects; that in the Optional group, Carpentry, Smithy, Rattan, Weaving and Elements of Economics shall also be included.

4. That with a view to relieve the undue strain of the Public Examination and to prevent the course from becoming too heavy for the candidates, there shall be only one subject from the optional group required to be studied and presented for the Public Examination.

5. That the scope of the courses to be covered in each subject be defined by the following distribution of the hours to be set apart for instruction in Forms V and VI: out of 30 periods each of 50 minutes duration.

English 7; Second language 5; Elementary Mathematics 4; Elementary Science 3; Histories 3; Geography 2; Optional Subject 4; Physical Instruction 1; Moral Instruction 1.

6. That the Public Examination shall be on the lines indicated in the form appended hereto.

Proposed scheme of Public Examination.

Subject.	No. of Papers.	Duration.	Marks.
I English	Two	2½ Hours Each	50 Each
II Sec. Language	do.	do.	60 and 40
III Ele. Mathematics	One	do.	50
IV Ele. Science	do.	do.	do.
V Histories	do.	2 hrs.	do.
VI Geography	do.	do.	do.
VII Optional (other than Science)	do.	2½ hrs.	50
do. (Science)	Two	2½ and 3	60 and 40

Minimum:—

That there shall be four divisions and they shall be as follows: (1) English (2) Second language (3) the Optional Subject and (4) The remaining subjects for the Examination.

That those candidates be declared eligible

who obtain not less than 33½ % in each of the four divisions, provided that they obtain, in regard to division (4) not less than 20 % in each of the sub-divisions, viz., (a) Elementary Mathematics and Elementary Science, and (b) Histories and Geography.

The Constitution of the All India Federation of Teachers' Associations.

(Adopted at Cawnpore and revised at Patna and Calcutta.)

I. NAME.

The name of the Federation shall be the All India Federation of Teachers' Associations.

II. OBJECTS.

The objects of the Federation will be :—

- (a) To study educational problems with special reference to Indian conditions.
- (b) To work for the adequate realization of the educational needs of India.
- (c) To co-ordinate the workings of the various teachers' associations of the country.
- (d) To safeguard and advance the interests of the teaching profession in India, and to secure for it its legitimate place in national life.
- (e) To act as a vehicle of representation at International Teachers' Conferences.

III. METHODS.

To gain these objects, the Federation shall work by

- (a) Affiliating Teachers' Associations in India;
- (b) Convening an All-India Teachers' Conference;
- (c) Conducting a journal;
- (d) Conducting educational experiments;
- (e) Organising public lectures, and demonstration;
- (f) Issuing leaflets and pamphlets for propaganda;
- (g) Writing and publishing text-books.

IV. MEMBERSHIP.

- (1) Membership shall be open to the provincial Teachers' Associations of India.
- (2) Each Association will be affiliated on payment of a sum of Rs. 25 as admission fee the admission form being signed by the Secretary. The annual subscription will be Rs. 15.
- (3) Individual teachers who are not eligible for admission into the Provincial Teachers' Associations affiliated to the Federation may be admitted as members with the special permis-

sion of the Executive Committee and would pay a subscription of Rs 5 per annum.

(4) All India Teachers' Associations may, in special cases, be affiliated to the Federation with the permission of the Council.

(5) District Teachers' Associations where there is no Provincial Teachers' Association, State Teachers' Associations or Educational associations which are mainly in the hands of teachers, may be admitted to Associate membership on the payment of an admission fee of Rs. 15 and an annual subscription of Rs. 10 provided that they are not eligible for affiliation to the associations already affiliated.

V. THE COUNCIL.

The management of the Federation shall be vested in a body to be called the Council of the Federation which will be composed of—

- (a) Five representatives of every Provincial Association of India affiliated to the Federation, to be elected every year before the annual session of the Federation.
- (b) Five representatives of the Reception Committee of the Annual Conference;
- (c) Representatives of individual members referred to in rule IV (3), elected at the rate of one for every twenty.
- (d) The president and the ex-presidents of the Conference;
- (e) The chairman of the Reception Committee and the chairman of ex-Reception Committees.
- (f) Members, not exceeding 5, co-opted by the President of the Federation in order to make the All India Teachers' Conference more representative.

VI. OFFICE—BEARERS.

1. The Council will elect the following office-bearers at the annual meeting :—

- (a) President,
- (b) Four Vice-Presidents,
- (c) Secretary,
- (d) Four Asstt. Secretaries,
- (e) Treasurer,
- (f) Auditor.

2. The President of the Federation shall be responsible for the work of the year, and will preside over all the meetings of the Federation. In his absence one of the Vice-Presidents will act

as the President. When no Vice-President is available, the meeting will elect its own chairman.

3. The Secretary shall :—

- (a) keep a regular record of the minutes of the Annual Conference, and the meetings of the Executive Committee;
- (b) prepare an annual budget;
- (c) prepare agenda of the Executive Committee;
- (d) publish from time to time important proceedings and resolutions of the Executive Committee;
- (e) prepare a report of the work of the Federation;
- (f) be responsible in general for the running of the Federation;
- (g) publish a journal of the Federation;
- (h) maintain a register of affiliated associations with the name of their office-bearers;

4. In his absence an Assistant Secretary will perform his duties.

VII. THE EXECUTIVE COMMITTEE.

(A) The Council shall carry on the work of the Federation during the year by forming an executive committee of its office-bearers, together with eighteen other members, to be elected at the annual meeting of the Council.

(B) The functions of the Executive Committee shall be :—

1. To publish the report and other necessary papers;
2. To appoint paid servants of the Federation from time to time;
3. To manage the finances of the Federation according to the budget as passed by the Council at its annual meeting;
4. To appoint sub-committees to report on matters of importance, and to co-opt members if necessary;
5. To fill up casual vacancies occurring among members;
6. To establish relations with the teachers' associations of other countries;
7. To carry out the resolutions passed by the Council.

VIII. THE FINANCE.

1. The funds of the Federation shall comprise of

- (a) The subscriptions of the various associations; and

(b) Donations and special subscriptions;

2. Expenses shall be incurred on things considered necessary by the Secretary in consultation with the President, subject to the sanction of the Executive Committee.

3. There will be a permanent fund of the Federation, to which a certain percentage of the income will be devoted every year.

IX. MEETINGS.

- (a) There shall be an annual meeting of the Council followed by a conference to be held at such a place and time as may be determined in the previous Conference.
- (b) The Council shall act as the Subjects Committee of the Conference.
- (c) The Executive Committee shall transact business by correspondence generally and if possible by holding meetings, the quorum in such meetings being five.
- (d) A summary of the whole correspondence regarding the business of the Executive Committee shall be recorded and the conclusion arrived at shall be circulated among its members.
- (e) A special conference of the Federation may be called by the Executive Committee on a requisition to the President by two-thirds of the members of affiliated associations.

X. THE CONFERENCE.

1. The Reception Committee of the Annual Conference shall invite the affiliated associations to suggest to them the names of persons in their opinion, eligible for the Presidentship of the Conference, and shall submit such names to the affiliated associations for the final recommendation of one of the names. This recommendation shall then, be considered by the Reception Committee at least two months before the Conference.

In case of emergency by resignation or otherwise of the elected President, the Reception Committee shall refer the matter to the Executive Committee whose decision shall be final.

2. It shall be the duty of the Reception Committee of each Conference to prepare a draft of resolutions to be placed before the Council and publish it at least a month before the date of the Conference, inviting amendments and suggestions of new resolutions. A member of

the Council shall have the right with the permission of the Chairman of suggesting any resolution for consideration not included in the draft or suggested previously by affiliated associations.

3. The Council shall frame the programme of the Conference.

XI. MISCELLANEOUS.

1. The bankers of the Federation shall be

the Imperial Bank of India at the head-quarters of the Federation.

2. No alteration in this constitution shall be made except by a majority of votes of elected delegates at the annual meeting of the Council or at a special meeting called for the purpose.

3. The head quarters shall be where the Secretary happens to be.

NEWS AND NOTES

Mysore Educational Conference

The fourth annual meeting of the Mysore Provincial Conference commenced its sittings on the 5th inst. Several subjects of importance pertaining to the service and the improvement and prospects of those who sought service were discussed and suitable resolutions passed thereon. The subject of giving more attention to the development of the physique of the student was discussed at great length and this was found possible only by an alteration of the working hours. Several timings were suggested for holding the classes but the Conference was in favour of a single morning session from 7-15 to 11-45 A.M. with an interval of 15 minutes. The Director of Public Instruction thought that the present timing was not suitable to young boys more especially in a tropical country like ours and with a hurried and hot rice meal which would ferment in the system. He agreed with the resolution passed and said that this altered time might be conveniently tried in some small high school as an experiment.

Hindi to be Introduced.

It was resolved that Hindi should be introduced in the Fourth Form class in high schools as a non-examinable second language. As regards better equipment of the laboratory and scientific apparatus and library in all high schools the Director said that larger grants would be made as funds were available for the purpose. The Conference desired that the Department should meet at least half the expense incurred in connection with school trips and excursions. The Director said that although to stipulate like that would not be possible larger sums would be made available for the purpose.

Kannada as Medium of Instruction

The consideration of the report of the sub-committee appointed to suggest ways and means

for the introduction of vernacular as medium of instruction occupied a large part of yesterday's sittings. It was resolved that Kannada should be adopted as the medium of instruction in high schools in all non-language subjects as agreed to by most of the Teachers' Associations in the State, the standard of English not being lowered, and that separate sections for Urdu teaching be arranged in important high schools at Bangalore and Mysore, where sufficient number could be found for a separate section,

(from the *Hindu*.)

What makes a Good School?

His Excellency Sir Hugh Stephenson in the course of his address to the students of Patna collegiate school is reported to have said "What is it that makes a good school? It must have good teachers, but they don't make the school. You have got to learn things in order to train your brains, but that is what is commonly called its tone and that is nothing more or less than the massed consciousness of the boys. It is boys who make or mar a school. It is a sub-conscious feeling of self-respect among the boys. If this feeling of self respect among the boys is on right lines the tone of the school is good."

The Minister on the Importance of Elementary Education.

In opening the Conference of Educational Officers of the Presidency, on Thursday, the 24th inst. the Hon. Dr. P. Subbarayan, Chief Minister, is reported to have said, "The pressing problem is certainly one of how elementary education is to be imparted to the masses of this presidency. Especially when we are aiming at a democracy on western model in this country, it is necessary that such a democracy should have an intelligent electorate and for having an intelligent electorate, an intelligent public opi-

nion is absolutely necessary. If such a public opinion is to be fostered, we have got to face this problem of mass education. The great problem to be faced is that of the wastage in Elementary schools; in spite of the increase in Elementary Education Budgets, the results have not been as good as either the Government or educational authorities themselves have expected. One remedy may lie in the concentration of schools; My own view of the question is that it will be impossible to concentrate all the schools. Perhaps the best solution will be to have elementary schools up to the 4th standard in almost every village and to concentrate higher elementary schools in selected centres.

The Teacher's International—The bulletin of the Educational workers International. We are in receipt of a few copies of this interesting and instructive bulletin. It is a careful and faithful record of the activities of the International and of its National sections. The activities of the E. W. I. include the collection and publication of Material, on the material, intellectual and civil position of teachers in various countries, on the educational policy of

the state, and on the movement in favour of Educational reform. In the bulletins sent to us, is found a 'report' on the situation of Young Teachers presented at the Leipzig Conference held in Easter 1928. It states that in the majority of countries, young teacher's salaries are hardly equal to a half of the maximum salaries. It is their work that undergoes the acutest form of exploitation. Young teachers are often employed, for their work is cheaper and consequently a greater benefit for the employer. The report contains the following among other recommendations:—

(1) To raise the commencing salary to 75% of the maximum salary.

(2) To reduce the number of pupils per class, in order to provide posts for young unemployed teachers. A post or a living wage for all unemployed.

(3) To leave the right of appointment and transfers to education authorities only under the control of Teachers' Trade Union organisations.

The bulletin is published by the Educational Workers International, 8, avenue, Mathurin-Moreau Paris 19. e.

CORRESPONDENCE.

Hand-writing in Secondary Schools.

There is a growing complaint in our schools that the hand-writing of our boys in Secondary schools is illegible and shabby. This is the result of the new method of teaching young children, introduced in our schools, in recent years. We see as a rule that the boys who come from pial schools, write a better hand. The reason is not far to seek.

We shall now pause to consider the method adopted in Pial schools and compare it with the new method in our schools.

In the Pial schools, in the early stages, the boys are made to write on sand. The teacher or the monitor writes the letter on sand and the boy writes over it again and again. Thus the boy is trained to use his forefinger which has to play an important part in the years to come, in holding and leading the pencil or pen. But what do we do? We seldom ask the boy to use the finger. We either ask him to build the letter with T. nuts or pebbles or to write on slate. How can the untrained finger lead the

pencil as it likes—altogether leaving out of consideration the other untrained senses which should co-operate with the hand.

The next step in the pial schools, is to make the boy write on rough surface (plank prepared for this purpose or on rough demy paper with pencil. The trained finger is able to use the pencil and as the surface is rough, unless the finger leads, the pencil cannot move and run amok. In our schools, we supply the child with note books of extra fine paper, with the result, the pencil glides very easily and the untrained hand is unable to control the pencil. I cannot but compare this method and its results to the fate of an inexperienced rider on a wild horse, on a fine gravelled road.

Let us come to the stage of writing with pen and ink.

Sufficient training should be given to the finger in holding the pen in proper position. When the finger wrote with pencil, the finger had not to relax its grip over the pencil, as it has to, of the pen, at this stage; so, the additional difficulty of adjusting the pen is experienced.

This is a very important stage. The right kind of nib must be selected. The point of the nib must be broad. The place where the fingers hold the pen, must not be smooth, as it would tend to loosen the grip. As far as possible the surface of the paper must be rough (demy paper).

Fountain pens may be used instead, to get over this difficulty of adjusting the pen, some

may say. Apart from the fact that all cannot afford to provide themselves with fountain pens, it will be seen, that these pens do not satisfy other necessary conditions.

The last but not the least important point is that the boys should not be made to write faster than they can. Above all, several kinds of nibs should not be used.

K. V. S.

REVIEWS.

The Catholic Educational Review, Vol. VIII, No. 3 a Special Number— Christmas 1928.

This Special Number is devoted to "The Jesuits and their Educational work in India & Ceylon." The place of honour is given to an article on 'Christian Mission and Indian Education' by G. K. Nariman, Bombay. The articles on 'The Jesuit system of Education' by the late Rev. A. Jean S. J. and 'Ratio studiorum' by the Rev. L. Proserpio, are sure to be read with keen interest by all eager to know the cause of the remarkable success of the Jesuits in the Educational field. Rev. Proserpio S. J. promises a series of articles on the subject which we are sure will be awaited with eagerness. The 'Review' contains the history and report of the different Jesuit institutions in India and Ceylon. In addition a number of topics under the heading 'Catholics in the field of Education,' are included.

Aryamatha Upakyanam (Tamil) in 2 Parts, (Alliance & Co., Mylapore.)

The fact that more than a hundred thousand copies of the book have been sold by the publishers is in itself an evidence of the immense popularity of the book. The book contains short stories from the Epics and the Puranas, with a pithy maxim at the end of each story. These three books are eminently suitable for pupils in lower classes not only as text-books in 'Moral instruction' but as introductions to the rich religious lore of the Hindus. The enterprising publishers have brought out Telugu and Canarese editions of this book, which by the number of editions, appear to be very popular among the people where these languages are spoken. The getup is excellent, the type bold, and the illustrations suggestive of the incidents in the stories.

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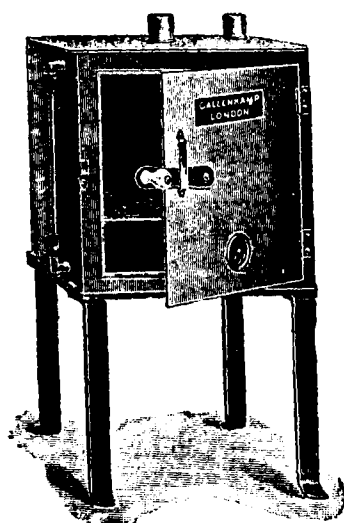
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15th February, 1929.

[No.2

THE PROGRESS IN INDIAN HISTORICAL
RESEARCH

BY

Prof. V. Rangacharya. M. A

The Mysore University and Indian History.

The Annual Report of the Mysore University for 1927-8 gives, amongst other things, the work done in the field of Indian history during the year. A course of five University lectures on the history of Kanarese literature was delivered by that veteran archaeologist and scholar Rao Bahadur R. Narasimhachar. Prof. Helmuth Von Glasenapp of the Berlin University (Sanskrit Department), Dr. Henrich Luders of the same University and Department, and Dr. Rudolf Otto, Professor of Theology and Religious History of Marburg University, delivered discourses on the subjects in which they are experts. The University made a grant of Rs. 500 for the publication of the second volume of Prof. S. V. Venkatesvara Aiyar's *Indian Culture through the Ages* and Rs. 350 to Mr. N. D. Ramanujachar for the publication of the Mimamsic work *Tattvasudhi* in Kanarese. In order to encourage the publication of good works of research in the Vernacular, the University

offered two prizes of Rs. 500 each for the best books on some specified branches of study, including history. The printing of the ethnological work—the *Mysore Castes and Tribes* (2nd volume)—was done during the year. It has not yet been published, but, we are told, it contains 500 pages and 80 illustrations. Nearly fifty manuscripts were added to the Oriental Library, bringing the number in the Library to 12867. The *Sarasativilasa*, a treatise on Hindu Law, was published during the year.

Text-books on Indian History.

In his Presidential address before the Educational Conference, Chidambaram, Mr. P. T. Srinivasa Aiyangar made an earnest plea for a better teaching of Indian History in schools. He pointed out that Indian History in general, and South Indian History in particular, has not been properly investigated and incorporated in books so as to enable the student to have a true idea of national history as distinct from the merely

dynastic or political history, "India is too vast a country for one dynasty of kings, animated by earth-hunger to rule over it continuously for untold ages. True history is not the story of royal sins, but the evolution of a special type of human culture by a special kind of people. Every one who has contemplated the unbroken growth of this culture in the environment in which Providence has placed the Indian people, inspired by vast mountain chains, cheered by vast rivers and nurtured by a vast seaboard, every one who has meditated on the procession from primitive savagery step by step to the finest type of spiritual culture that has yet been possible in this world, every one who has studied the growth of Indian literature, Indian art and Indian philosophical and scientific thought on a scale worthy of the Himalayas, the Indus and the Ganges, knows that the history of the evolution of the Indian people is an unbroken, continuous story of a life that began hundreds of thousands of years ago and will run on unquenched so long as Indian physical features hold out." The great necessity to see that the juvenile minds are not poisoned by wretched stuffs which go in the name of history is glaringly illustrated by a passage which is found in Sir George Scott's just-published *Peeps at Great Explorers: Alexander the Great* (Black, London) and sent for consumption in Indian schools: Poros is here described as having "less of Indian guile and much of Punjabi vain-gloriousness," in his dignified reply to Alexander. It is clear that, in this scholar's view, plainness, which is an un-Indian virtue, becomes, however, if exercised by him, vaingloriousness. In any other country the importation of such offensive and stinking

nonsense would bring the author to a well-deserved castigation. But India is the dumping ground for such unpunished offences. The best remedy for this state of things is to organize a syndicate of scholars, all-Indian in character, to see that literature which is characterised by racial prejudice and arrogance, which is untrue and injurious to the national interests of the country on account of its falseness, is eschewed like plague. This is the only way in which publishers can be prevented from becoming fat by administering poison to Indian youths in the name of educating them in history.

Historical records and their cataloguing.

We know that very many valuable records of historical interest are lying neglected and unknown in private houses and family chronicles. In India, as Prof. Jadunath Sarkar pointed out recently in an address to the Historical Records Commission, even the state archives are comparatively unorganised or un-utilized. Except in Madras, in fact, there is no special Record Office under an officer of the type of Mr. H. Dodwell. Many records of even the European period, said Prof. Sarkar, are in possession of private persons, and these should be placed, just like the State documents, at the disposal of the student of history. The spirit of the great Bombay scholar, Parasnis, should inspire a much larger number; and records like the *letters between Lord Dalhousie and Sir Frederick Currie* of the Punjab which have been made available for historical enquiry can, if published, throw valuable light on the history of the country. The Andhra University has received, we are informed, as many as 500 manuscripts of the Buddhistic and Jaina cults as the result of a search insti-

tuted by a special officer. Similar systematic searches are needed.

It is not enough if manuscripts are rescued from oblivion. They should be, as preliminary to publication, catalogued intelligently. In one of his recent addresses, Dr. Rabindranath Tagore made some highly suggestive and illuminating remarks on the characteristics of a good catalogue. He pointed out that the usual thing for a library to say is: "Here is my catalogue. Come and select for yourself." But the common catalogue in India has often no introduction, no invitation, no spirit of welcome. That library alone is hospitable, which shows eagerness to invite readers to feast at its contents. It is hospitality, not size, that makes a library big. It is not wholly true to say that the readers make the library; the library likewise makes the readers." Some of the catalogues of the European firms on oriental subjects are excellent educators themselves. They often form valuable guides to researchers and others who desire to be enlightened in bibliography. They give very interesting historical bits of information and often detail the circumstances of the composition of the special works, their value, the number of editions, the changes in them, etc. Great progress has been made in India in these lines; but the science of cataloguing is yet in infancy.

The date of Shadguru-sishya.

The value of a good catalogue in stimulating research is illustrated by a communication in the *Hindu* of Decr. 26, 1928, in which Mr. P. R. Sundara Aiyar B.A., L.T., has drawn attention to the inconsistency in some of the catalogues about Shadgurusishya, the author of the *Vedārtha-dīpikā*, a

gloss on Katyayana's *Sarvanukramani* of the *Rig Veda*. Shadguru-sishya is an authority in Vedic interpretation, quoted by well-known writers on the subject. He called himself the disciple of six Gurus, namely, Vinayaka, Trisulanka, Govinda, Surya, Vyāsa and Siva-yogi (Ms. No. 3000 in the Tanjore Palace Library). He wrote his gloss (according to the same catalogue) in Kali 4132 (A.D. 1030). Aufrecht's Catalogue also supports this. The Baroda State Catalogue also points out how the work is a *Bhshya* on the *Sarvanukramanika*. But Mr. Sundara Aiyar points out that the Bikanir State Catalogue calls the *Vedārthadīpikā* a commentary on Shadgurusishya's work and not an original work of the latter. The Dakkan College Catalogue again, he says, attributes the work to K. 4888, corresponding to 1787. He asks any scholar to explain the cause of this inconsistency. I have not been able to find time for investigating the question; but the interesting query of Mr. Sundaram Aiyar illustrates the value of good catalogues.

The importance of the study of Mimamsa.

In a recent speech at Cochin Sir P. S. Sivaswami Aiyar drew attention to the importance of the study of Mimamsa. This, he said, is due not only to the fact that it is necessary for understanding the *vedas* and *dharmaśāstras*, but also to the fact that *Mimamsa* alone can promote the rational interpretation of the *Sāstras*. "By the application of the principle of *Artha-vada* and by the refusal to postulate *Adrishta* wherever an explanation with reference to *Drishhta* motives is possible, and except when an assumption of *Adrishta* is absolutely inevitable under the stress of the imperative

language of *Sruti*, the *Mimamsaka* has been a pioneer of common-sense construction." Comparing *Mimamsa* with *Vyakarna* and *Nyaya*, he opined that the first is more important than the other two subjects. "The great value of *Nyaya-Sastra* consists in promoting clearness of thought and precision of language and in enabling us to understand the treatise on *Vedanta* and other subjects, many of which make a larger use of the phraseology and methods of expression of the *Tarkika*. While fully alive to these merits I cannot help thinking that the subtleties of Indian logic have been carried to an excess and that the *Nyaya-sastra* is even more open than the scholastic logic of mediæval times to the charge of barren word-chopping and spinning of mazy cobwebs of scholarship, deserving, like the puzzles of Greek antiquity, to be brushed aside by the application of the common-sense principle of *Solvitur ambulando*... Even more than scholastic logic, *Mimamsa* must be regarded as the first attempt of reason to vindicate her position against the demands of dogmatic faith."

Scholarship and early south India.

Inscriptions show that one of the causes of the extension of the Sanskrit lore in early south India was that many scholars were equally good at Tamil and Sanskrit. Scores of examples of such scholars can be quoted. Inscription 626 of 1926, to give one from the latest Epigraphical Report, which belongs to a temple of Kilmattur in the Madura district and which is dated in the 9th century, refers to a scholar (மெய்யமயுணர்ந்த) in the six *darsanas*, the three kinds of Tamil (தமிழ்கள் மூன்றும்), Sanskrit works (சாஸ்திரம்), works on polity (நீதி

சாஸ்திரம்), *Puranas* and *Patanjali's Yoga system* (பாஞ்சல முத்திரமனுவற் பயன்களும்). The enumeration of the subjects is rather irregular as they are not quite distinct from each other. The six *Darsanas*, for instance, would include *Yoga* and it is difficult to say why it is mentioned separately. Similarly the expression *Sanskrit works* is unnecessary as all the works, except those of the three kinds of Tamil, are necessarily Sanskrit. But such slipshod language is not uncommon in the inscriptions of the period.

Agraharams founded as memorials of military conquests.

It seems to have been the fashion in early South India for a victorious king to signalise his victories by founding *agraharas* perpetuating the achievements. A number of examples have been reported in the Epigraphical Report for 1926-7. Maravarman Kulasekharan (1268-1308), for instance, who had the title *Emmandalamum-kondaruliya*, (எம்மண்டலமும் கொண்டருளிய) founded an *agrahara* for 24 Brahmins well versed in *Vedas* and *Sastras* in Tinnevely in commemoration of his conquest of Kollam. He also built on this occasion a *madavilaga* at Papankulam, and a new Brahmanical colony in the great Vaishnavite centre of Srivilliputtur, in place of one which had declined. The new colony consisted of 108 Brahmar families with 108 ordinary shares (*pangus*) in the land and of 14 special shares for special services. These special services were *Veda-vritti* which was remunerated with four *pangus*; the *Ramayana-vritti* with one *pangu*; the *Mahabharata-vritti* with one; the *Vaidya-vritti* with one; and the *panisai-vritti* with six. The colony was called Seranai-venra-Pandya-chatur-vedi-manga-

lam. Ordinarily, donees of lands would have to pay taxes, unless they were specially exempted, in which case the king would have to write off the amount permanently in the village register. Sometimes, the king would not exempt the taxes but alienate them in favour of some temples or other. In the present case the new colonists were ordered to pay their taxes to the local temple. The amount of course would be deducted from the dues of the village to the State. The taxes would have to be paid to the temple instead of to the State. The temple would, financially speaking, take the place of the State.

Rules for the election to the Village Assembly.

Scores of inscriptions have been discovered in connection with the election of members for the village assemblies in early South India. The Madras Epigraphical Report for 1926-7 gives some additional rules which differ in important respects from the rules already published. These changes are rather difficult to explain, except on the ground that the local conditions of the village of Talainayar (Tanjore District) where the new rules were introduced, required such drastic steps. Apparently this village, which is even now a very extensive colony, had then such a flourishing population that restrictions became necessary in regard to the qualifications for election. Inscription 278 of 1927 says that, at the instance of two officers, Kulottunga Chola III published, in the 7th year of his reign, an edict to the effect that only such Brahmins as had not been members of the assembly during the previous ten years could be elected as members provided of course they were equal to the dignity, learned and above 40 years of

age. Both the extension of the period of non-service and the raising of the age qualification would seem to show that the village was highly flourishing and that there was a large supply of persons who were qualified for the exercise of civic functions. This is all the more conspicuous from the additional rule that, even among these, neither the relations of those who had been members during the previous five years nor the relations of those who would be members during the succeeding five years, should be elected. The royal edict also provided that those members who molested others (including agriculturists and *Sadhus*), committed default in the payment of taxes and took bribes, were liable to be punished according to the gravity of the offence.

The village and royal finance.

In early India the king used to enter into an agreement with every village for the amount due from it (or rather its *Sabha*) to the State, and this was duly entered in the village register. There could be changes in the amount paid to the State by the village only if they were authorised by the king himself on account of some alienations by himself to a scholar or an institution. But it happened at times that there was a deterioration or decline in the village on account of the havoc of rivers or some other natural causes. In such cases the king had to re-survey the lands which could be cultivated in the village, fix a new amount of the dues to himself, besides making new provisions for the temples and other institutions which might have been enjoying some immunities or privileges. Such an example we have got in inscription 114 of 1927 discovered at Tirumangalam in Tanjore district. A

branch of the Kaveri which watered this place encroached into the arable area and diminished necessarily the income of the village, necessitating thereby a revision in the financial dues to the king. The matter would have been easily settled and the necessary alterations made in the register, but the original title deeds were lost. When this state of things was brought to the notice of the king, Kulottunga Chola III in his 5th year, he issued instructions for a re-survey of the lands, for fresh assignments to temples and their servants, for re-adjustment of the finances, for the construction of a fresh dam in the river, and for the fresh opening of streets for the procession of the God to the river.

The date of the Sarangapani temple extensions at Kumbakonam.

It is well-known to the residents of Kumbakonam that the temple of Somanatha immediately to the south of the Sarangapani temple of the same place has the nickname of "poor Somanathan's temple". It is also widely known to the people that this has been due to the encroachment of the Vishnu temple. The exact date of this event, which is corroborated epigraphically, is afforded by two inscriptions in the southern *prakara* of the usurping temple. In a cramped mantapa here, we are told (inscrns 293 and 294 of 1927) that, in 1193, a grant was made to Nataraja and in 1560, in the time of emperor Sadasiva Raya, there were offerings made to Sarangapani. It is clear from this that, some time before the reign of Sadasiva Raya, the present mantapa, which originally belonged to the Siva temple, was included in the premises of the Vishnu temple. The Government Epigraphist suggests that this

probably took place at the instance of the Nayakkan kings of Tanjore who were ardent Vaishnavites.

A vicious and traitrous temple-priest

An excellent example of the extent to which vicious temple priests at times went in early South India and the nature of the punishments meted out to such miscreants is afforded by the inscription 279 of 1927, at Sivapuram in Kumbakonam Taluk, Tanjore district. We learn from this record that, in the 22nd year of Rajaraja III, two priests of this temple gave away a temple jewel to a concubine, confined one of their colleagues in the temple staff in a solitary cellar, maintained false accounts in regard to the amount of the unguents used, and in their boldness defied the order of the king himself. They beat the royal messengers, ducked them in water and took forcible possession of the message for its destruction. They sold the temple lands, purloined paddy and even hid the image (?) on the beam at the entrance. We are told that they were able to commit these atrocities with the aid of the Malayalars, accountants and Kannadiyas, by which we perhaps have to mean that they had an illicit understanding with the permanent Malayala regiments or the occasional Hoy-sala invaders. On the whole, they are said to have appropriated 50,000 (coins). The *Sri-mahesvaras*, trustees and the residents (*Urar*) of the village then met, decreed that the sinners against Siva and the king should be no longer in the temple, ostracised them, and annexed their property, movable and immovable, to the account of the State. Treason thus was punished in those days with the forfeiture of private property (including servants). The same punishment

was meted out to *Sivadrohins*. At Udayalur, another village in Kumbakonam Taluk, and in the same reign, two priests used the images ill and appropriated the ornaments and utensils of the temple, and were in consequence punished with the sale of their lands and sites, the proceeds being paid into the *Rajabandhara* (royal treasury). Again, in the 23rd year of the same king, at a time of famine, the temple servants of Tirumangalakkudi appropriated the temple coffers after mutilating the image, and seized the temple lands. The Judges and residents of the village thereupon had their lands confiscated.

Conversion of dry land into wet land.

The temple of Tiruppirambiyam fell into evil days and the provisions for offerings dwindled in the reign of Kulottunga III. An officer thereupon represented to him that, if certain dry land belonging to the temple in the village, was converted into wet land by excavating a channel of irrigation, the fortunes of the deity would improve. The thing was done with the royal sanction. The royal order for the new canal was given after a wise consideration of the probability of a breach of the river Kaveri.

Anjuvannam and Manigramam.

These terms have given rise to much controversy in epigraphical literature. An inscription (598 of 1926) in Ramnad district, dated in the reign of Jatavarman Vira Pandya (1254 acc.) uses both these, thus showing that they were not confined to the inscriptions of the west coast alone (as shown by the Kottayam Plates) but were current in other parts of the peninsula. The present inscription is to the effect that a certain

temple which had hitherto been in brick was proposed to be converted into a stone one. For this purpose, a meeting was convened, of the people of the 18 *Vishayas*, the *Anjuvannam*, the *Manigramam*, the *Samantapandasali*, the residents of certain localities, the *Bhattariyar*, the *toyavattirachchettis* (literally the chettis of the unwashed clothes), the *Valanjiyar* of South Ceylon, the *Kaikkolas*, the *Tusuvar*, the *Vaniyar* and the *Nindakarayar* (fishermen). These, in meeting assembled, agreed to pay a tax on all articles of sale, measured, spread and folded, perpetual and perishable, —a tax in kind of 40 *nali* of rice and a cess of one *kasu* per *achchu*. Similar inscriptions of self-taxation for religious purposes have been discovered in previous years. Now, who were the Manigramam and Anjuvannam? With regard to the former, all seem to be agreed that they formed a mercantile corporation or guild. Manigramam, it seems to me, was the same as *Vanikagrama*, of which it was apparently a corruption. It is also possible to give it an independent origin as a term synonymous with *Svarna-grama*, the street or head-quarters of the merchants who deal of course in gold and jewels. That *grama* was used in connection with a part of a city is seen from the instance of *Kundagrama* in Vaisali. Apparently a more common term than *grama* in the south was *Perunderu* or great street. The term *Manigramam* seems to have been both geographical and social (or political) in significance. Geographically, it was identical with the mercantile quarters. Politically, it means a Gild consisting of members elected by all the different mercantile communities. The *gramam* was, in its latter sense, identical with the *Srenis*. There was no restriction to

the membership in the Guild on the ground of caste or creed. From the Kottayam plates, for instance, we understand, that certain Christian merchants received the privileges and immunities of membership in the Manigramam.

With regard to Anjuvannam the Government Epigraphist connects it with the word *Anjuman* and believes that it was perhaps an Arab colony! He finds support for this interpretation in the fact that there is, besides the verbal resemblance, the evidence of Arab colonies in the neighbourhood of Kayal, Tendi, etc. in the 13th century. It is difficult to see how this can be reconciled with the fact that the member of the Anjuvannam in the Kottayam plates was a Jew and not Mahomedan. The real meaning of Anjuvannam was, it seems to me, to be the same as that of the *Panjallattar* (the five artisan caste-), a term very commonly in vogue in the Tamil country. Apparently, the five artisan castes—the five *varnas* as they called themselves—formed a Gild like the merchants and the Gild was, in accordance with the usage of the day, accorded its own paraphernalias and privileges. The Kottayam plates granted the headship of the Gild to a Jew who distinguished himself as, we may believe, as one of the artisans. To connect the word with the Mahomedan or Arab Anjuman thus seems to be very wide of the mark. It is quite possible that many of the legends given by the Pachalattars about themselves were coined later on; but that they formed associations or Gilds of their own and had these recognized by the ruling powers through the grant of special symbols, privileges, rights and obligations, there can be no doubt.

The Historical Records Commission.

The second week of December 1928 saw the eleventh session of the Indian Historical Records Commission at Nagpur. His Excellency Sir Montagu Butler who has done much, from the very inception of the institution, to encourage and foster its activities, welcomed it. Sir Montagu referred in the course of his welcome speech to the importance of the Commission not only in the academic side but in the deeper and wider purpose of helping “in unravelling the confused and tangled skein of Indian History, with a view to assisting in creating such a sense of unity in the diversity as will make us all, to whatever race or religion or community we belong, proud of our share in Modern India.” This year, the Commission was attended by delegates from various Universities and Records offices. Amongst the papers read were an account of the Goud dynasty in Chanda by the Lord Bishop of the Central provinces; the unpublished correspondence between Daulatrao Sindhia and Venkoji Bhonsle by Mr. Y. N. Kale; the first telegraphic communication in India by Prof. Ramsbotham of the Calcutta Presidency College; The Dalhousie-Phayre correspondence (1852-56) by Mr. D. G. E. Hall of Burma; and an account of the Madras Civilian Mr. James Strange by Mr. A. V. Venkatarama Aiyer of the Madras Records Office. There was also a historical exhibition, the most noteworthy feature of which was the inclusion of the rare collections of Rai Bahadur Lala Paras-das, Rais of Delhi, which have never before been allowed to go outside Delhi.

The flood legends of the East.

In the course of an interesting paper read in the Christian College, Mr. A. S. Vaidya-

natha Aiyer of the Kumbakonam College made an interesting comparison of the flood legends in Chaldea, Palestine and India and arrived at certain interesting conclusions. After dealing with the Indian flood as recorded in Manu, the *Satapatha-Brahmana*, the *Mahabharata*, the *Matsya-Purana*, and the *Bhagavata*, he pointed out how, according to these, there are two versions as to the locality of the deluge, viz., North India and South India. He pointed out that the *Brahmanas*' account is simpler, more natural and more meagre than the accounts of the West. There are many points common to all, viz., the warning given by God to the chosen person, the instruction to the person to be delivered, the standing of the ship on the top of a mountain, the spread of the human race from the person saved from the flood, etc. But the Indian account is wanting in the ethical portion. There is no reference in it to divine punishment for wickedness and sin, as in the biblical and Chaldean accounts. There is also no reference to the flood being caused by rain. In regard to the disagreement between the *Brahmanas* and the Puranas about the locality of the flood, Mr. Vaidyanatha Aiyer suggests that in this there is perhaps a clue to the beginning of the Aryan migration to the South. In the fact that Manu is made a Dravidian king in the Puranas he sees an evidence of this. He examines the theory of the importation of the flood legend from Babylonia into Southern India through Malabar and believes that this should be given up as it would result in the introduction of the legend into Aryavarta by the Dravidians, which is impossible as the Aryan legend is less detailed than that of Babylonia. A

more correct view, he says, would be to hold that the Brahmana legend was the oldest and travelled into South India along with the Aryan conquerors or colonists. In the first millennium before Christ there was close connection between the Dravidian and the Chaldean worlds, as is proved by philology, chronology, comparative religion, etc.; and the legend of the flood, originally Brahmana and later on altered in the Puranas in regard to its topography, was conveyed to Babylonia by the Dravidians after they learnt it from the Aryan immigrants.

I may add that the flood legend also existed, in different forms in ancient Greece, China, and amongst the Mahomedans, the Parsis, not to speak of the Celts, the Laps and even the tribes of America. The myth is more or less world-wide and it is a fascinating problem for investigation as to how far India was the author of it. Was it due to an instinctive fondness for myths in the human mind or was it the creation of a single race in a single locality from which it spread all over the world. Egyptologists would trace the legend to Egypt and Assyriologists to Chaldea. But there are really no certain grounds upon which their theories are based. There is equal plausibility in the theory enunciated by Mr. Vaidyanatha Aiyer, for instance. But the problem requires a more detailed investigation. In China, Fa He, the reported author of the Chinese civilization, is said to have escaped from the waters of the deluge and made his reappearance as the first man attended by his wife, three sons and three daughters. According to the Hindu version Manu was saved in an ark from a flood that swept the whole earth, and the Divine Being, who allowed him to escape, appeared to him in

the form of a fish. The Koranic account is distinctly biblical, but adds that Noah called in vain to one of his sons to enter the ark, that the latter refused in the hope of escaping to some distant mountain and was drowned before his father's eyes. According to the Parsis, the world was initiated into vices by Ahriman, the Evil One, and the deluge was a divine means for washing away the sins and impurities. Accordingly, the rain came down in drops as big as a bull's head and deluged the earth. All creatures perished and when the flood subsided, the mountains and plains reappeared in their old forms. It is unnecessary to give details of the other versions; but attention may be drawn to the fact that the flood legend is in vogue among the purely Dravidian tribe of the Khonds, which does not seem to be Aryan in origin, though one cannot be dogmatic on the point. As population

increased, says the Khond version, sin also increased and so 'Paramashela' destroyed the world by a big flood. He however wanted in His grace, to re-populate it. Finding out through a crow the existence of a single man and woman who hid themselves in the hollow of a tree, he was able to re-populate the earth. The first man and woman had five children. These constantly quarrelled with each other and so God gave each of them a different language so that they could not understand each other. It will be obvious that this version has an ethical element and is very peculiar in some respects. The part played by the crow reminds us of the dove which figures in the western legends. How far was the Khond influenced by the Aryan then? All these questions require detailed comparative studies on the lines made by Mr. Vaidyanatha Aiyar.

VERNACULARISATION IN PRACTICE.

BY

Mr. K. V. Siva Rao, B.A., L.T.,

Much has been said in the press and on the platform about the advantages of vernacularisation. Leaving alone those who are so blinded by the time-honoured custom of teaching through the medium of English as to laugh at the very idea of substituting vernaculars in its stead, it can be said that patriotic India is agreed on the point that vernaculars are the only fit and natural media through which instruction should be imparted.

The D. P. I.'s Circular.

The Government has realised the strength of public opinion behind the movement and therefore issued a circular, R. O. C. No. 82. D. of 1924, giving permission to whosoever wanted to teach the non-language subjects in vernaculars, to do so; it was however recommended that approximately half the time devoted to instruction including the periods devoted to the teaching of English, should be given to teaching through English and the other half to teaching through the vernacular.

What will be the state of affairs if the concession granted is availed of? Only some non-language subjects can be vernacularised while the others will have to be continued in English. According to the orders referred to, only 15 periods out of 30—will be available. Of the 15 periods, 4 are allotted to A group vernacular which cannot be taught in English. One period is given for translation. I do not know under which head to count this. Let us count this

as teaching through the vernacular. B group History and Elementary Science which carry 2 periods each are mostly being taught in the vernacular. We have therefore 6 periods left. Five periods are generally allotted for each optional subject. So only one optional subject can be taught in the vernacular.

English (10 periods), moral instruction (1 period), and one optional (5 periods), will have to be taught in English. Even if all schools avail themselves of the concession fully there will be all sorts of permutations and combinations among the candidates going to the college, having studied one optional in vernacular and the other in English.

Again, if one of the optional subjects brought up by the candidate is vernacular, according to the recommendation in the circular, the other optional, say History, ought not to be taught in vernacular. But are there not schools now teaching History in the vernacular, the other optional of the candidates being vernacular, thus giving the pupils instruction through English only for 10 periods and not 15 as recommended by the circular?

The circular further lays down that the pupils who intend to answer the papers in a particular subject through vernacular, must have received instruction in that subject through vernacular from the IV to VI forms. Does this apply to English as well? Supposing a certain school imparts instruction in a subject in forms IV

and V through vernacular, and then, for some reason, change the medium to English. Is there no objection to that procedure? Many schools are teaching all the non-language subjects now in the IV form through the vernaculars and then changing the medium to English. It is allowed. Suppose, again, a certain subject is taught through vernacular only in a particular school. What about a candidate that is compelled by stress of circumstances to transfer himself to another school after completion of IV and V forms? Orders have been passed recently justifying the action of such pupils as were answering their papers either in English or vernacular as they liked. But are not such candidates greatly handicapped even with this option for no fault of theirs?

All this clearly shows that the system contemplated by the circular is unworkable, and the authors thereof seem to have realised this feature of it more than any body else. Is there any use then continuing it any more? Teachers' associations, District guilds, and provincial organisations have since passed resolutions requesting the department to make the vernacularisation compulsory. The only practicable plan now is to effect immediate and compulsory vernacularisation of all non-language subjects.

Our Duty.

I showed above how the concession granted to us to teach through the vernaculars was an unworkable one and how if availed of to the full, it would only end in a chaos. What is it that we should have done under these circumstances? We should have either told the Department that the scheme was impracticable and that we did

not want it, which we did not do, or we should have put it to the best use, shown how it would create a great confused atmosphere in the schools and colleges and asked for complete vernacularisation at once. If all schools availed themselves of the concession fully and requested the Department to make the vernacular medium compulsory in all non-language subjects, we have every reason to expect the Department to see the defective nature of the scheme more readily than when we point it out without putting it into practice, and to comply with our request within the first year or two of their granting it. But how many schools sought the permission granted and showed themselves anxious to have complete vernacularisation? As the great Lokamanya Tilak used to say with reference to the Question of Home Rule for India, we must take every anna that is given to us and make the best use of it to get the full rupee.

The disparity between practice and profession and the psychology underlying it :

The response is extremely unsatisfactory and disappointing. It is one of the saddest features of our public life that we do not practise what we eloquently advocate on the platform. It is little wonder that we are ridiculed by those who denounce the movement.

Man in general is a lover of ease and comfort. Innovation of any kind implies more than the usual activity. It has become the habit with a teacher to teach in English and since habit is second nature it is natural to him to teach in English and nothing short of unnatural, perhaps, to change it!

I know of an eminent educationist who, when requested by a very big gathering of the respectable public of his place to change certain of his methods greatly inconvenient to his students simply said that the grooves of the old methods having been formed in him so deeply, it was impossible to expect any change from him. That is, of course, a psychological explanation which holds good with the teaching profession in general now in the matter of the change of medium. It requires an effort to do that. The effort will have to be made if the vernacularisation be made compulsory.

I thought the formation of the Andhra University presupposed the separation of the S.S.L.C. Board for the area. It is as necessary to do this as to make the vernacularisation compulsory.

My Own Experiences.

Being one with a firm faith in the movement I undertook the experiment of adopting Telugu as the medium of instruction in Physics since July 1926 in the V Form. It is a pleasant contrast to see how easily boys understand the subject. By the time they come to the V Form, the general standard of their English is not sufficient to make them understand every thing that is told them in English. We very often see therefore here and there in the class blank faces indicative of want of capacity to understand the facts put before them. Now, as far as the pupils are concerned, no difficulty of language stands in their way of understanding the subject. And when it comes to a matter of expressing what they have learnt, they have no difficulty either: provided they have ideas in them, they are able to express them clearly. In spite of

the difficulties due to want of text-books and absence of any tradition and atmosphere in the language, boys feel far more at home now than when English was used. Even a boy who is not able to write one sentence in English is able to express himself freely in vernacular. The most sorry spectacle of the Laboratory observation and record books with horrible mistakes of spelling and of grammar, is no longer there to trouble us.

The defects of the Question paper.

The first batch of pupils was sent up for the S. S. L. C. Examination in March 1928—the only batch that adopted Telugu as the medium of examination to begin with. The question paper was received in Telugu.

Let us see how the paper was rendered into Telugu and consider the difficulties experienced by the examinees. I shall give below the English wording of some portions of the questions and the translation contained in the Telugu paper.

Q. I. (b) Why is a force represented by a straight line?

“కక్షితి సరళ రేఖచే ఎంచువలసిన రూపించుదురు?”

‘నిరూపించుట’ is to prove. Candidates must naturally have been non-plussed at this question.

(c) “Two forces of 10 kilos and 15 kilos”

“10 కైలోలు, 15 కైలోలుగల శక్తులు”

In the first place ‘kilo’ is not an independent word and as such even in the English paper it would have been more plain if the word ‘kilogramme’ were written fully. But in the Telugu paper at least they would have done better to have written it ‘కిలోగ్రాము’ which shows the correct pronunciation of the word. The difficulty could have been obviated, at any rate, by

the English word 'kilos' being put within brackets.

II (c) The Sp. Gr., of ether which was given in the English paper was omitted in the Telugu one. Candidates wasted a good deal of time in trying to see if the question could be solved without that quantity being given, and then in the end gave all kinds of answers. Omitting this question in the valuation as far as these boys were concerned, is no justice to them in view of the fact that a good deal of time must have been wasted on that by the candidates.

III (c) 'U'—tube “యూరనొట్టు” 'U' is put before the word tube to indicate its form. It ought therefore to be retained as 'U' నొట్టు or could have been rendered as 'U' ఆకారమున నొట్టు.

Practical first paper.

Q. VI. “Obtain at least three sets of results”.

“ఫలములయొక్క మూడువరుసలను తప్పక కనుగొనుము”

Q. VII. ‘Check your results by balancing columns’.

“నిలువుగీతల పట్టిని సిద్ధముచేసి మీ ఫలములు క్రమమైన వో పరీక్షింపుము”

I do not know if anybody can make out what on earth these Telugu renderings mean without reading the English expressions which, of course, were not given. I have pointed out only some of the most glaring

defects in which both the theory and the practical papers abound:

Telugu was never so far used for the accurate purpose of teaching a scientific subject and mine has been the first attempt to put it to the practical use as far as physics is concerned. Different people use different terms for the same word in English. There are no text books. Pupils cannot be expected to be familiar with all the queer translation the authors are capable of. The difficulty can easily be got over by putting the English terms also within brackets. Of course in some places this was done. Why not in other places especially where the Telugu rendering was so defective?

It seems definite instructions were also issued that any requests from the candidates to translate the questions into English should not be complied with. It seems as though the whole thing is done with a vengeance. It is of course, a very good rule that no room should be given to the Superintendents to talk about the questions at all in the Examination room, but such a necessity can easily be obviated with a little care on the part of the examiner. It is earnestly hoped that at least in future the authorities concerned will take greater care to see that papers are properly translated by persons with practical experience of the difficulties involved.

A SCHEME OF VERNACULAR NOMENCLATURE FOR CHEMICAL SUBSTANCES

BY

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Chemical substances are classified into Elements, Compounds and Mixtures. The elements are again sub-divided into Non-metals and Metals. The compounds are grouped into acids, bases, and salts; while the mixtures do not call for any special nomenclature. The following nomenclature too follows the same plan.

Some of the chemical elements are already known to the Hindus such as sulphur, mercury, lead, tin etc. Therefore there are vernacular names already existing for them.

Sulphur - కత్తకమ్

Mercury - పాదాశమ్

Lead - కారీయమ్

Tin - చెల్లెలీయమ్

Zinc - తుత్తరాకమ్

Copper - తామిరమ్

Silver - ఇరజితమ్

Gold - శుభ్రాణమ్

An examination of these already existing terms shows that all of them end with the suffix “అమ్.” The newly discovered elements are also named in a similar fashion and they also end with the suffix “ium” in English, *e.g.* Rubidium, Caesium and so on. Therefore I propose that the vernacular equivalents for the elements should have also as far as possible a similar ending. Such an ending would easily distinguish the class of elements from others. In the naming of the non-metals new words have been coined because they form the roots out of which the names of acids and salts have

to be derived; while for the names of the metals, the English names themselves have been adopted.

Elements - తనిప్పొరులకన్

Oxygen - పిరాణజ్వలం-పిరాణవాయు

Hydrogen - అప్రజ్వలం-జలవాయు

Nitrogen - పాక్యజ్వలం-వెడ్యుప్పవాయు

Chlorine - ధూరితకమ్

(From ధూరితమ్-yellow)

Bromine - ఇరక్తకమ్

(From its blood red colour)

Iodine - పాడలకమ్

(From its violet colour)

Fluorine - కాశాతమ్

(glass-eater)

Halogens - ధూరితకయినాంగులకన్

Sulphur - కత్తకమ్

Phosphorus - పాస్వరమ్

(light-bearer)

Carbon - కరి

Boron - పొరాణమ్

Silicon - సిలకమ్

(From సిల - rock)

Cyanogen - కాలకమ్

(From its poisonous nature)

Arsenic - పాశ్చాణమ్

Antimony - అంతుశణమ్

Aluminium - అలూమినిమ్

Barium - బేరమ్

Bismuth - బిస్మమ్

Cadmium - కడమ్

Calcium - కాలశమ్

Chromium - క్రోమమ్

Cobalt	- கொபதம்
Iron	- அயம், இருட்டி
Lead	- லீஸம்
Magnesium	- மாக்னீஸம்
Manganese	- மாங்கனம்
Mercury	- பாதரசம்
Nickel	- நிக்கல்
Platinum	- பிலாட்டினம்
Potassium	- பொட்டாஸம்
Sodium	- சோடம்
Tin	- வங்கம், தகரம்
Zinc	- நாகம், துத்தநாகம்

Coming next to the compounds we have the class "Acids". They are of two types in chemistry—the Oxygen acids and the Hydrogen acids. The term அமிலம் is already current in the vernaculars as the equivalent for acid. For example கரியமிலம் for carbonic acid. Following this type we can easily coin words for the series of oxygen acids.

Compounds	- ஐக்கியபொருள்கள்
	சேர்க்கைப்பொருள்கள்
Acid acetic	- சாராயமிலம்
„ boric	- பொறனமிலம்
„ chloric	- ஹரிதகாமிலம்
„ bromic	- இரத்தகாமிலம்
„ iodic	- பாடலகாமிலம்
„ sulphuric	- கந்தகாமிலம்
„ phosphoric	- பாஸ்வராமிலம்
	and so on

Then there is another series of oxygen acids containing less amount of oxygen called "ous" acids. This suffix "ous" in chemistry indicates diminution in the amount of oxygen or diminution in the valency of the metallic radical. To indicate this meaning we have the Sanskrit suffix "கம்", as in பால - a boy; and பாலக: - a young boy or baby. Using this suffix for the "ous" acids, we have the following equivalents for that series.

Acid sulphurous	- கந்தகாமிலகம்
„ nitrous	- பாக்யாமிலகம்
„ phosphorous	- பாஸ்வராமிலகம்

There occurs again another type, the "hypo-acids". This prefix "hypo" is similar in meaning to "sub" which is a contraction for subordinate. Both these can be substituted by the prefix "உப" meaning a little lower rank.

Acid hypochloric	- உப-ஹரிதகாமிலம்
„ hypo-phosphoric	- உப-பாஸ்வராமிலம்
„ hypo-phosphorus	- உப-பாஸ்வராமிலகம்

Then there are the "per-acids". This prefix "per" in English may be put equal to "பர" which is a contraction of "பரம" in Sanskrit, meaning excess or great. It also sounds similar to the English prefix.

Acid perchloric	- பரஹரிதகாமிலம்
„ per sulphuric	- பரகந்தகாமிலம்
„ per manganic	- பரமாங்கினுமிலம்

Coming next to the hydrogen acids, such as hydrochloric, etc, they can be translated syllable for syllable as follows :—

Hydrochloric acid	- அப்ஜஹரிதகாமிலம்
Hydrobromic „	- அப்ஜஇரத்தகாமிலம்
Hydrocyanic „	- அப்ஜகாலகாமிலம்
Hydrosulphuric „	- அப்ஜகந்தகாமிலம்

Or, if it is required to represent the gases instead of their solutions in water we can use the following terms.

Hydrogen chloride	- அப்ஜஹரிதகை
Hydrogen sulphide	- அப்ஜகந்தகை

The prefix "அப்ஜ" in the above cases is a contracted form of அப்ஜனகம் which is the term that has been given for Hydrogen; and the suffix 'ஜ' is the first letter of the word ஐக்கியப்பொருள் which is the equivalent for a compound. Hence அப்ஜ-கந்தகை means, a compound of Hydrogen

and sulphur. There is again another resemblance between the English suffix 'ide' and 'ஜ' and that is, they sound similarly. This same principle is adopted for the naming of the salts of these acids such as potassium chloride, Copper sulphide etc.

The next class of compounds that have to be considered is the base. The well-known type of this class is "lime", Its taste is described in the vernacular as "காரம்". Hence just as we have named the acids by their peculiar taste, the bases also can be similarly named and can be translated as காரங்கள். This class is commonly divided into two groups, the "caustic" (கடும்காரங்கள்) and "mild" bases (மிதகாரங்கள்). The caustic bases are also known as "alkalies". Therefore the equivalent "கடும்காரம்" may also represent "alkali;" while the mild bases come under salts—the carbonates. The other types of names that come under bases are the "oxides" and "hydroxides". Since they end in "ide" they can be named similar to the acids ending in the same way mentioned before. For example, oxide-பிராணை meaning பிராணவாயு ஐக்கியமானபொருள், or a compound of oxygen with some other element. Similarly for "hydroxide" we have the equivalent "அப்ஜப்பிராணை". The words hydro, hydrated, and anhydrous occur in other contexts as well, such as hydrocarbons, hydrated salts, anhydrous sulphate and so on. These can be translated as hereunder :—

Bases	- காரங்கள்
Oxide	- பிராணை
Copper oxide	- தாம்பிரப்பிராணை
Cuprous oxide	- தாம்பிரகப்பிராணை
Barium peroxide	- பேரபாப்பிராணை
Lead-di-oxide	- லீஸ-துவிப்பிராணை

Lead-sub-oxide	- லீஸ-உபப்பிராணை
Alkali	- கடும்காரம்
Hydroxide	- அப்ஜப்பிராணை
Hydrocarbons	- அப்ஜ-இங்காலாதி

Last of all we come to the naming of salts. Here again there are two types—those derived from the hydrogen acids, and those derived from the oxygen acids. The names of the salts of the hydrogen acids end in the suffix "ide", as for example Potassium chloride, copper sulphide. Their equivalents can be written as follows :—

Chloride	- ஹரிதகை
Pot. chloride	- பொட்டாஸ் ஹரிதகை
Sulphide	- கந்தகை
Copper sulphide	- தாமிர-கந்தகை
	and so on.

In the other type of oxygen salts there are two series, the "ate" and "ite". The former are derived from the "ic" acids and the latter from the "ous" acids. In English these suffixes carry no special meaning what-so-ever by themselves as in the case of 'ide' series of salts. But in the vernacular equivalents which I suggest, they are significant. For example in "கந்தகாமிலஜம்" which stands for sulphate, the suffix "ஜம்" means "derived from" or "born of". This is analogous to the Sanskrit word அப்ஜம்-born of water (lotus). So a salt derived from sulphuric acid is named கந்தகாமிலஜம்.

Sulphate	- கந்தகாமிலஜம்
Nitrate	- பாக்யாமிலஜம்
Carbonate	- கரியமிலஜம்
Phosphate	- பாஸ்வராமிலஜம்
	and so on.

Similarly since the "ite" series of salts are derived from the "ous" acids, they are named as follows :—

Sulphite	- கந்தகாமிலகஜம்
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Nitrite - பாக்யாமிலகஜம்

Phosphite - பாஸ்வாமிலகஜம்

The hypo and per salts also follow the same rule.

Hypo-phosphate - உப-பாஸ்வாமிலகஜம்

Hypo-phosphite - உப-பாஸ்வாமிலகஜம்

Per-chlorate - பர-ஹரிதகர்மிலகஜம்

Per-manganate - பர-மாங்கனாமிலகஜம்

Next there is another type, the bi-salts or acid salts.

Bi-sulphate - அமிலோ-கந்தகாமிலகஜம்

Bi-carbonate - அமிலோ-கரியாமிலகஜம்

Similarly

Thio-sulphate - கந்தகோ-கந்தகாமிலகஜம்

Thio-cyanate - கந்தகோ-காலகாமிலகஜம்

There are also other types such as ortho, pyro, meta salts and acids. But the above are more than enough for the standard of the secondary schools,

The All India Federation of Teachers'

Will hold its Conference at Madras.

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A good opportunity for South Indian Teachers!!!

ELEMENTARY EDUCATION ITS AGENCY AND CONTROL

By

(Mr. S. Srinivasa Aiyar, B.A., L. T., Vellore).

It has been admitted on all hands that the Elementary Education Act of 1920 is defective in many respects. The Ministry of Education drafted a new Bill in order to remove some of the defects of the existing Act and invited the opinions of the present District Educational Councils thereon. It transpires that most of these councils are against the abolition of those bodies and the fate of the Bill remains to be seen. That the new Bill itself is also defective has already been pointed out in the leading educational journals. The aim of Elementary Education is to make people literate, and the agency in charge of it should be in a position to achieve this end in the shortest possible time. It should be responsible 'for the preparation of schemes for expansion of elementary education and financing those schemes'. It should be free from party factions or political predilections. In order to be in a position to finance the schemes of expansion successfully the Agency should possess powers of taxation for the purposes of elementary education.

Municipal Areas.

The new elementary education bill makes a distinct advance over the present Act in that it creates two different authorities for Elementary Education in urban areas (municipalities) and in rural parts. The creation of school committees independent of Municipal councils is not much liked by Municipal Councils. The Municipal Council is to levy the tax and the school committee is to

administer it. This might lead to conflict between the two authorities. The desired end can be best achieved by creating a standing committee of the Municipal Council itself, with the addition, if necessary, of a few experts, to be in charge of the administration of elementary education in the municipal area. Any amendment necessary for making these committees statutory and to vest them with the powers of making elementary education compulsory in their areas may be made in the District Municipalities' Act itself and the Municipal areas kept out of purview of the Elementary Education Act.

Rural Areas.

As far as rural areas are concerned, a revised elementary education act is absolutely necessary. What is the agency that should be in charge of elementary education and how is it to be financed? The educational work in these areas is now carried on by Taluk Boards and aided agencies. The aided agencies are paid grants out of provincial revenues by the present District Educational Councils. The Taluk Boards are paid subsidies by the Government and some of them also levy an educational cess. It would be better if each revenue Taluk is constituted into an administrative unit for purposes of elementary education and its administration entrusted to a school committee constituted under an Act. The school committee is to consist of representatives of different agencies carry-

ing on the work of elementary education in the area. If the Taluk Board maintains a large number of schools let their management be transferred to the School committee itself. It is now high time, in our opinion, for these schools to be transferred to Village Panchayats wherever they exist. A Village Panchayat must be the primary unit in any scheme of administration. The Madras Village Panchayat Act of 1920 should also be so amended as to make the establishment and maintenance of elementary schools a statutory function of the Panchayat. The school committee for each revenue Taluk should consist of representatives of these Village Panchayats that manage schools, mission and non-mission aided agencies maintaining elementary schools, and teacher managers. Both the powers of administration and finance should be vested in this body. The Taluk Boards need not levy the education cess. That task may be entrusted

ed to this new body, the school committee and the Revenue Department should help in the collection of education tax as it now does in the case of local rates. If the Taluk Board is spending any amount on Elementary Education from its general revenues, it should be paid to the school committee. Thus the school committee's education fund will consist of the education tax it levies, contributions from the Taluk Boards and Provincial revenues. Under these committees it is hoped that all schools, whether managed by Village Panchayats or aided agencies or directly by the committee itself, will receive the same treatment. Every school will be paid its grant-in-aid and the system of subsidies has no need to exist; aided agencies will not be hit hard and they will get ample scope to develop. If such an arrangement is made, it will place elementary education on a democratic basis; and its progress is then assured.

NOTICE.

The special lectures on Geography now being delivered under the auspices of the Madras Teacher's Guild will appear as a special supplement of the South Indian Teacher. The price of the Supplement is *four annas for subscribers* and *eight annas for others*. Applications should reach the Secretary before the 10th of March.

WHO IS TO BLAME?

BY

Mr. K. Krishnamachari, B.A., L.T.

I

There was great sensation in the small town of Sankarampatti. None of the 26 students sent up for the S. S. L. C. Examination, from the Panchayat's High School, was declared "eligible" for admission to the college course. The school was among the best in the province. The Headmaster, Mr. Sethuratnam, M.A., L.T., was a veteran of over three decades' standing; and his assistants were all men, proficient in their respective branches of knowledge. The staff, as a whole, was never known to have been slack or to lack earnestness. Even the Management was proud of the record of the school all these years. Successive Reports of Inspection showed a record of an all-round progress. It is no wonder that this year's results were quite unexpected. The news of a *total failure* was, therefore, like a bolt from the blue.

Before the pupils were sent up for the Examination, the Headmaster had, as usual, conducted a Selection Test. Out of the 32 students in the class, 6 were found unfit; 20 came out creditably in the Test; out of the rest, 3 were 'commercial students', and 3 more were on the border-line. After a sitting of over 3 hours, the Teachers' council resolved to recommend 26 students for selection; and the Headmaster was agreeable to this suggestion. The staff and the Headmaster were expecting that at least 20 of these 26 would be declared eligible. The pupils and their parents were no less hopeful.

The news of the total failure was, therefore, received everywhere with great surprise. Many students and several parents, besieged as it were Mr. Sethuratnam's house, clamouring for a look into the List of Eligibles. The good Headmaster kindly invited them all into his study, and placed the fatal List in the hands of the foremost one. All eyes passed eagerly from page to page, fondly hoping to meet the name of their school, in some corner or other of the volume. When the last page was closed, a feeling of sad disappointment was noticeable on every face.

"There must have been foul play somewhere," cried a young voice, just behind Mr. Sethuratnam. Turning round, he called the boy to him, and gently patting him on the back, put in, 'My dear Hariharan, it is not wise to blame others; perhaps we are ourselves to blame for this result. It is more honourable to consider ourselves to be in the wrong, than try to shift the blame on to others' shoulders. Do you think that you alone feel for the unhappy result? In the course of to-day or to-morrow we may be getting our S. S. L. C. Books; and they will certainly make the matter clear. For the present, let us calmly brave our misfortune.'

The gentle words had a wonderful effect on the boys, and they all quietly returned home; the few parents followed them, bidding a reverential 'good bye' to Mr. Sethuratnam.

II

Like all other towns in the province, Sankarampatti was also rich in factions, personal, communal, political, etc. There were several occasions when Mr. Sethurathnam and his staff came in, jointly and severally, for much of destructive criticism at the hands of a clique masquerading under some dignified name. They were sometimes accused of being partial to students of a particular community. It was also rumoured that, under some confidential instructions from Mr. Seturathnam, the members of the staff had their pupils so seated that the most favoured were always kept in the front rows. Such and similar reports were now and then circulated among the credulous public. But it must be said to the credit of the Sankarampatti public that they were not easily taken in by these reports, since most of them knew from experience that all children, irrespective of their social or communal ranks, received due attention at the hands of the members of the staff. However, the total failure of all the students this year gave an opportunity to the clique bent on mischief. This party readily broadcast the news throughout the town in a few minutes. It called for a meeting of the 'public', at 5 p.m. that very evening, to protest against the most shabby work of the school, and to request the Management to replace a good many of the teachers, or at least to mete out to them suitable punishment."

III

The hour arrived and the meeting was attended by about 50 persons. Mr. Sankaran, B.A., L.L.B., was voted to the chair. Dr. Somasundaram, L.M., & S. was put

down as the principal speaker. The proceedings began with the introductory speech of the chairman. In the course of his remarks, Mr. Sankaran regretted his having to do an unpleasant duty. "Most of the teachers are my personal friends", he said "but the call of duty is higher than any personal relationship." "I am myself a product of the present system of Education," he continued, "but I confess I cannot quite comprehend the methods now in vogue. Let them by all means teach our children what all they need. Let them expand the curriculum, providing therein scope for the many scientific and humanistic studies, to be chosen at the will of the pupils or their parents. But, what is this bogey of selection or promotion from class to class, on a mechanical arithmetical basis of the so-called marks in the Examinations? This year our worthy teachers sat in judgment over 32 of our children, and selected only 26 as 'fit,' and rejected the rest. But what became of these 'fits' in the Public Examination? I am sure that if the 6 'unfits' were sent up, they would all have been declared eligible. Evidently our worthy teachers are not the men to judge of the fitness or otherwise of our pupils. We have been, time and again, bringing to the notice of the public the utter dereliction of duty on the part of the teachers of our High School; but our cry has been so far only a cry in the wilderness. But to-day we are glad that parents would realise how timely have been our warnings. The results have clearly proved our contention. It is for the public to suggest a proper remedy. In order to help them to come to a decision this public meeting has been called for. My friend, Mr. Somasundaram

will place before us a thoughtful scheme to combat the evil. I hope you will give him the necessary patient hearing."

When the chairman resumed his seat, Mr. Somasundaram stood up on the platform. A chorus of cheers greeted him. To start with, he expressed his complete agreement with all the sentiments of the chairman, and in his turn he carried the caricature of promotions and selection to a ridiculous length, to the great amusement of the audience. Finally he thundered forth, thus: "The one remedy I can think of is a wholesale dismissal, or at least a transfer of these unwanted teachers. We have tried them many years, with the only result that they have tried our patience to the utmost limit. If I were in the Board of Management, I would insist on turning them out, before I could think of my next meal. But, as it is, we are not masters of the situation. The President of the Board lives some 75 miles off, and our nearest Railway Station is 22 miles from here. We have therefore only to appeal to him, and, if need be, wait on him in deputation and place the facts before him. For the present, let us choose the former course. And here is a resolution for your acceptance. Some one in the audience may ask: 'Suppose the Management turns a deaf ear to all our appeals; what is the next step?' My simple answer is, 'withdraw your children from the school, and start another'. If such a contingency should arise, I am here with my donation of Rs. 1,000 for the initial cost." The announcement was greeted with applause. The resolution which was duly moved from the platform ran thus:—

"This meeting of the public of Sankarampatti regrets to learn that, owing to utter

negligence on the part of its teachers, all the pupils of the Panchayat High School, sent up this year for the S. S. L. C. Examination, miserably failed to secure a pass; and it humbly appeals to the Management to institute a searching inquiry into the causes of this disgraceful result and suitably punish those that are found guilty."

The resolution was seconded by Mr. Vamanna Rao without any speech. When the Chairman was about to put it to the vote, up sprang a student on the platform, and requested permission to speak on the resolution. Little suspecting that there can be anything amiss, Mr. Sankaran permitted the student to have his say in the matter.

"Mr. Chairman and Gentlemen," began the student, "I am extremely thankful for the kind opportunity given to me to express myself on the resolution before you. I realise I cannot take it on myself to dictate to you any course of action; but I feel it my duty to place before you certain facts which, unfortunately, the gentlemen that addressed you so far did not think it worthwhile to touch upon. You have heard the learned chairman, a great lawyer, and the equally learned Doctor, dwell at some length on matters like selection and promotion of pupils from class to class, on the strength of the marks secured in the Examination. I hold no brief for my teachers, but I can't allow such a caricature to go unchallenged. If examinations are not proper tests, and if teachers err in their judgement, it is for you to suggest a constructive remedy; a mere destructive criticism of the sort now indulged in cannot solve our problems..."

"Who is this? Pull him down," cried many an angry voice from the audience.

But the chairman pacified them all, telling them that the youth deserved consideration at their hands, especially for the bold stand he was putting up.

"Let us, for a time," continued the boy, "consider how they judge in other walks of life. Will our chairman kindly tell us how many of the cases he had argued before our learned Sub-Judge, were rightly decided; or how many of the decisions of that court were reversed on appeal? Similarly, will our Doctor friend take us into his confidence as to how many times he failed to rightly diagnose the cases of his patients and as to how many times he had to change his prescriptions. Gentlemen, living in a world of imperfections we have necessarily imperfect methods of judgment. Examination, by common consent, is the method that helps us to judge the attainment of pupils. While you vote on the resolution, I would only urge you to remember this."

When the student resumed his seat, there was for a few minutes confusion among the audience, and all eyes were turned towards him. It was finally known that he was the impatient Hariharan, whom Mr. Sethuratnam had pacified that very morning.

The gathering dispersed after the resolution was unanimously adopted.

IV

It was the fourth day after the S. S. L. C. Books had been received. In two days' time, the school would re-open after the long summer recess. Mr. Sethuratnam was not very hopeful about fresh admissions into his school. But to his surprise, there were applications literally pouring in, for seats in almost all the classes. The unhappy

S. S. L. C. Results, did not, after all, seem to have much affected the reputation of the school. An urgent meeting of the Chief Assistants was called for, at 10 A.M., to decide the promotion of pupils. Anxious parents were pressing for interview with the Headmaster, on behalf of their children who were doubtful of their promotion.

Just then, the postman crossed the threshold of the Headmaster's office, and deposited the tapals of the school with the clerk. Among them there was a letter from the Management. It was passed on to the Headmaster. Mr. Sethuratnam opened it, and it ran:

R. C. No. 315 Edl. of...

Office of the President of the Board
of Panchayats, Valavanore,
Dated 22nd June...

Ref: Resolution of the Public meeting of
the citizens of Sakarampatti held on the
17th June...

—
Order
—

The Headmaster is requested to submit to the Management, by return of post, a detailed statement of the results of pupils sent up for the last S. S. L. C. Examination, from his school.

KOTISWARA RAO,
President.

To
The Headmaster,
Panchayat High School,
Sankarampatti.

On receiving the urgent communication, Mr. Sethuratnam drafted his reply, and, instructing his clerk to faircopy it and post

it that very day, met the teachers already assembled to decide promotions. There was a sign of relief when this work was done but the mind of Mr. Sethuratnam was by no means undisturbed.

V

The office of the President of the Board of Panchayats was located in a spacious building in the town of Valavanore. Besides the High schools at Sankarampatti and Valavanore, there were three more under the control of the President. These schools were established by various donors belonging to a zamindar's family. Owing to an intricate law-suit affecting them all, a special enactment had to be passed in the Legislature, bringing all the schools under the control of a Board. Each school was, so far as its internal administration was concerned, managed by a Panchayat, of which the Headmaster was an *ex-officio* member. Each Panchayat had to elect a member to the Board and the Board elected its President. Thus the Board was directly connected with the administration of all the schools.

At the time of our story, Mr. Kotiswara Rao, a pious Hindu gentleman, was the President of the Board. He was elected a year before, and his term would extend to four more years. Calm and unruffled in his manners, Mr. Kotiswara Rao had the shrewdness to appreciate the virtue of 'moving with the times. On entering the office one morning he asked his clerk,

Vijayaraghavan, if any reply was received from the Headmaster at Sankarampatti. 'Yes, sir,' submitted the clerk, and on being ordered to read, he read as follows:—

P. H. School, Sankarampatti,
Dated 23rd June...

To

The President,
Board of Panchayats.
Valavanore.

Sir,

While submitting, hereunder, the list of the results of pupils sent up for the last S. S. L. C. Examination as per orders of the Management, R. C. No. 815 Edl., dated 22nd instant, I have the honour to state that this year's results are very unfortunate. But I confess I cannot apportion the blame among the members of the staff. Teachers have done their best, as may be seen from the high averages secured in their respective subjects. In no subject, it may be noted, the school average at the Public Examination is seen to be lower than the corresponding Presidency average. It is however a great surprise that no student has been declared eligible.

I have the honour to be,

Sir,

Your most obedient servant,
T. N. Sethuratnam,
Headmaster.

ENCLOSURE.

Statement showing the list of Marks secured by pupils sent up for the last
S. S. L. C. Examination.

Serial number.	Names of pupils.	A Group.					C Group.											Remarks.
		English.	Ele-Mathematics.	Second Lan- guage.			History of Eng- land	Physics.	Chemistry.	Botany.	Tamil.	Telugu	Sanskrit.	Book-keeping and Com. Arith.	Comr. Corr. and Geography.	Shorthand and Type writing.		
				Tamil.	Telugu.	Sanskrit.												
1	Amaranathan, K.	26	90	...	72	...	56	...	...	...	...	69	...	...	...	...	...	
2	Brajabhushan, P.	82	27	49	...	...	42	...	...	...	56	...	...	...	...	...	...	
3	Chandrasekhar, R.	56	64	...	...	38	27	...	...	...	...	43	...	...	...	...	...	
4	Damodaran, C.	76	56	42	...	...	...	...	...	...	...	...	79	62	...	...	...	
5	Ekanath, M. N.	49	38	...	52	...	...	48	22	...	...	...	...	...	...	...	...	
6	Fazulullah, P.	64	68	...	...	72	...	...	...	84	...	...	65	...	...	56	...	
7	Gopinath, S.	39	37	...	36	...	...	21	67	...	...	...	...	...	...	...	...	
8	Hariharan, M.	86	100	28	...	...	...	75	63	...	...	...	...	...	...	...	...	
9	Iswaraya, L.	46	39	...	...	52	28	...	...	...	...	59	...	...	...	...	...	
10	Janakiraman, S.	64	68	...	71	...	...	...	51	26	...	...	...	...	...	...	...	
11	Kamalanaban, T.	15	84	...	...	49	56	...	...	...	...	42	...	...	...	...	...	
12	Lakshmanan, N.	39	65	...	57	...	...	...	...	...	...	...	...	24	54	...	...	
13	Manikam, P. N.	40	39	67	...	...	...	...	27	65	...	...	...	...	...	...	...	
14	Natarajan, K.	52	61	...	...	39	64	...	...	...	...	27	...	...	...	...	...	
15	Obalayya, S. V.	42	39	...	26	...	...	57	49	...	...	...	...	...	...	...	...	
16	Padmanaban, K.	24	18	40	...	...	16	...	...	...	39	...	...	...	...	...	...	
17	Quarashi, M.	51	9	...	42	...	...	...	62	58	...	...	...	...	...	...	...	
18	Rangasamy, T.	22	98	...	...	56	...	68	49	...	...	...	...	...	...	...	...	
19	Shanmugam, R.	43	76	12	...	...	...	...	73	85	...	...	...	...	...	...	...	
20	Thangavelu, W.	29	43	52	...	...	49	38	...	...	...	...	...	...	...	...	...	
21	Umapathi V. R.	46	38	...	42	...	...	...	...	49	...	...	46	42	...	...	...	
22	Vengu Iyer, B.	39	47	...	...	43	28	...	...	...	...	45	...	...	...	...	...	
23	William D.	52	86	...	39	...	...	49	17	...	...	...	...	...	...	...	...	
24	Xerxes, F.	63	46	29	...	...	...	...	52	12	...	...	...	...	...	...	...	
25	Yajnaraman, K.	18	12	30	...	...	22	...	...	...	48	...	...	...	...	...	...	
26	Zimmern, R.	32	49	28	...	...	69	72	...	...	...	...	...	...	...	...	...	
School Average ...		46	55	39	49	49	39	53	50	54	48	69	43	63	43	55	...	
Presidency Ave- rage.		33	41	36	42	38	34	32	38	49	35	34	36	41	42	38	...	

"I am not satisfied with the remarks of the Headmaster," said Mr. Kotiswara Rao, when the clerk finished reading. "We must try to allay the public feeling. The public is justified in expecting us to take action, so as to prevent a recurrence of the deplorable results this year. Can you not suggest a way out? Go through the list of marks leisurely, and find out how we can apportion the responsibility for the results among some teachers at least, notwithstanding the remarks of the Headmaster. Something ought to be done."

Vijayaraghavan scrutinised the list carefully and finally turned to the President with a triumphant look. "There is one way out, sir," he suggested. "If we calculate the percentages of failures in each subject, these numbers will necessarily vary, and there must be a few subjects where the failures must be comparatively high. The teachers of these subjects may be warned or fined, as befits each case. Thus the public may be satisfied. "Calculated in this way, the percentages of failures in English, History of England, Chemistry, and Botany are sufficiently high; on the other hand, those in Commercial subjects, and in the Second Languages are negligible."

"All right. Now draft my reply to the Headmaster, and bring it for my signature," ordered Mr. Kotiswara Rao; and the clerk returned to his desk to draft the reply.

VI

It was 10-20 A.M. by the school clock. The Headmaster sent word to the First Assistant that he would be late by about an hour. The classes assembled for the day's work. Two periods of work were over. In the 3rd period a circular came round,

requiring the masters to dismiss the classes at the end of the period, and meet the Headmaster in the office-room. The closing bell was rung, and the teachers came to the Headmaster's office and took their seats. The pupils left the school premises. The peon, Ramayya, was dozing with the punca-string hanging loose on his lap.

With a broken voice, Mr Seturatnam greeted the members of his staff, and read the letter from the Management. It expressed surprise at the deplorable results, and hoped that the teachers would give no occasion for the displeasure of the Management. It went on, "Under these circumstances, the President regrets to have to cut down the increment in the cases of:—

Mr. Ranga Ramanujam M.A., L.T.,

English Assistant,

„ Purushottaman, M.A., (Hon.), History Assistant,

„ Sivaraman, B.Sc., L.T., Natural Science Assistant,

and

„ Parthasarathy, B.A., L.T., Science Assistant;

and he is pleased to sanction double increments to:

Mr. Kadiravalu, Commercial Instructor,

„ Lakshminarasimha Sastry, Telugu Pandit,

and

„ Sivagnanam Pillai, Tamil Pandit."

Mr. Sethuratnam did not, however, read the portion relating to himself. (There was a warning administered to him for want of sufficient supervision over the work of his senior Assistants.)

The letter chilled the enthusiasm of the staff. Even the recipients of double increments felt that there was something

wrong somewhere. For a few moments, Mr. Sethuratnam and his staff were at a loss to know what to do.

Just then, the postman handed a letter to the Headmaster. It had "on H.M.S." on its cover. On opening, Mr. Sethuratnam saw that it was from the Director of Public Instruction. It was an intimation of that officer's forthcoming visit to the school, in three days' time. That suggested a way out.

* * *

The Director visited the school on the appointed day. He was received, at the gate, by Mr. Sethuratnam and conducted round the classes at work. He was extremely pleased with what he saw, and he congratulated the Headmaster on the efficient condition of the School. He came to the office, and expressed a desire to place on record his impression of the visit in the Visitors' Book. Now was the time for Mr. Sethuratnam to apprise the officer of the latest orders from the Management,

and make, if possible, an oral appeal to him on the order. The Director saw the order, and called for the S. S. L. C. results. For over 20 minutes, he carefully went through the list of marks. He finally put in, "I am afraid the order of the Management is rather severe; but I feel I should also sympathise with them in their plight. I am in a fix. I cannot as readily say: 'the teachers are to blame'. It is indeed a puzzle." "*Who is after all to blame—to blame—to blame...*" went on the officer, musing and having the pen-holder still between his teeth.

"*The System,*" whispered a bird at the window.

* * *

Three days after the Director's visit, Mr. Sethuratnam received a wire from Valavanore. He opened it and read:

"Previous order of the Management concerning certain increments is hereby cancelled.

(Sd.) KOTISVARA RAO.

EDITORIAL.

Real responsibility.

The time has come for the Government to institute an inquiry into the work of local bodies in respect of secondary education. How far the local bodies may be allowed to proceed with the further expansion of secondary education and what the relation between the Government and the local body should be in regard to finance, are questions which have to be carefully considered now, in view of the growing feeling that the local bodies should be held primarily responsible for the spread of Elementary education. There is one question, however, which should receive the immediate attention of the Government. We are hearing now and then of serious interference with the internal administration of the school by the Chairman or President of a local body. We are told that pressure was brought to bear upon the headmaster of a municipal high school to promote a few boys to the higher class and that the chairman seemed to have gone the length of suspending the headmaster when he refused to modify his original decision. It is some satisfaction that the Government did not view with approval this unjust treatment when the case was brought to its notice and we are glad to find that the Director of Public Instruction in his report for the year 1927-28, strongly condemns such unwarranted interference by the management in the internal affairs of the school. Speaking of Municipal schools he says, "It is almost inevitable that he, (the teacher) be caught in the net of Municipal party politics, with consequent detriment to the work and discipline of the school. It is unfortunate, too, that in a

number of cases there has been unwarranted interference by the management in the internal affairs of the school. These considerations have led to the suggestion that some Municipal Secondary schools should be handed over to the management of the District Boards."

Such interference is becoming frequent and it is sure to bring down the *Morale* of the teaching profession. In the interests of sound education, the Government should take such steps as will prevent the abuse of power by the management. We are however not sure if the suggestion of the director contained in the para quoted above, would be a move in the right direction. Instances are not wanting where the president of a District Board or an influential member thereof interfered with the internal administration of a school, even on such matters as selection of text-books, promotion of boys, and selection of pupils for the public examination. Nor is this kind of interference confined to schools managed by local bodies alone. In many aided schools, it is often the lot of the headmaster and his colleagues to yield to the compelling influence of the manager.

The evil, therefore, is not peculiar to schools under municipal management alone. All non-Government institutions are liable to suffer from such a disease. It is therefore the duty of the Government to investigate into the matter and to frame such rules as would give complete freedom to the headmaster and his assistants, in the internal management of the school. The efficiency of secondary education depends upon the integrity and sense of responsibility on the

part of the headmaster and his colleagues; and we are sure all public spirited men, interested in the progress of education on sound lines, will deprecate strongly the meaningless interference with the internal management. Many are the directions in which members of local bodies can, by their exertions, promote the interests of schools. We are really anxious that local bodies should be made autonomous and should no longer be kept in leading strings. We should not be understood as advocating any retrograde step, if we should urge upon the Government the necessity for providing adequate safeguards so as to enable the headmaster to discharge his duty honestly and fearlessly.

Original !!

The Syndicate of the Madras University has, we understand, decided that the Masters of Arts who were placed in the third class are not qualified to give instruction to pupils in the college classes. We believe that this step has been taken presumably with the object of improving the standard of instruction in colleges. This method seems to us to be as *novel* as it is *original*. We are led to think that the Syndicate has not given this question the consideration it deserves, and that it has not chosen to understand the implications of its decision. So far as we are aware, the Syndicate does not seem to have consulted either the Boards of studies or the Academic council. The University commission which visited the colleges last year has not yet submitted its report. We are therefore unable to understand the exceptional circumstances which compelled the Syndicate to arrive at a decision on such an important question at this stage. Even

though the laws of the university may be construed as permitting the Syndicate to deal with this question on its own responsibility, it is but proper that it should act in consultation with the Academic council. We do not know whether the representatives of the Academic council on the syndicate have been a party to this decision. It is up to them to raise this question on the floor of the Academic council so that a proper lead may be given to the Syndicate.

As it is, the decision of the Syndicate is open to serious objections. In the first place, it shows that the Syndicate attaches an exaggerated importance to a place in the examination list. We shall have no quarrel with the Syndicate if it can prove that a place in the examination list can, by itself and independently of other factors, be always relied upon as a sure guide in determining the fitness of a candidate for the post of a lecturer. Even the man in the street knows that a place in the list depends upon a number of variable factors. Are there not separate Boards of Examiners for different subjects? Is it not a fact that the standards which these Boards aim at are different? Does not the standard in the same subject vary from year to year? That the Syndicate, which is thoroughly conversant with the fluctuating nature of the standard and valuation, should make up its mind to pin its faith on a place in the list, is much to be regretted. Secondly, the syndicate will not be acting fairly if it does not choose to adopt a similar procedure in the case of those teachers who hold foreign degrees. We do not know whether it has examined the suitability or otherwise of the degrees of foreign universities

held by persons who invariably occupy a responsible position. We do not suppose that the Syndicate can take it for granted that any degree of any foreign University is superior to the degree of the Master of Arts of our University. If the Syndicate be not inclined to lay down a general rule applicable to all teachers, its action will be misunderstood and regarded as an insult offered to the large number of teachers who are the *alumni* of our University. We have heard that a lecturer who is now permitted to do his work, may be disqualified on account of his third class, if he should seek employment in another college. Such transfers will be frequent in Government service and we are sure a good deal of confusion will arise. There is no doubt that no useful purpose will be served by this new rule. The Syndicate will be frequently requested to grant exemption in the case of certain individuals or to permit the management to employ the "technically unqualified men" for short periods. It is unnecessary to point out here what the consequences will be. We appeal to the Syndicate to rescind this rule and to come forward with constructive proposals, which will afford facilities to teachers for the acquisition of knowledge and thus really fit them for the responsible work entrusted into their hands.

Animal life ;

Our schools do not claim that they offer adequate facilities for the study of "*Animal life*." The study of the different forms of animals and their habits is valuable from the educational point of view. It is not our view that the study of animals should find a prominent place in the heavy school curriculum. But every school should have a

museum which should include, among other things, collections of animals, arranged so as to illustrate the interesting points in their life-history. A collection of this kind will arouse curiosity in boys and also encourage them to pursue the study of animal life as a hobby. We are therefore glad that, in the educational exhibition held at Chidambaram last December, a separate hall was set apart for "exhibits" suitable for the school museum, sent by the Government Fisheries Department from Ennar. This section had on view a choice collection of both marine and land animals, and there were interesting forms of shells, crabs, corals, and fishes like the Globe fish, Coffer fish and Pipe fish. These specimens were neatly arranged in a show case and properly labelled. We should like to mention a few points about the forms themselves.

A casual inspection of the collections revealed to a lay observer the wonders of the sea; the short notes on the habits or other interesting features of the specimens attached to each, increased the value of the exhibits. That the stone-like coral is the product of small marine animals which live in large numbers in the sea, leading what has been termed a 'colonial life,' that the *kadalnurai* (கடல்நுரை) is the internal shell of an animal and not the dried 'foam' of the sea as popularly believed, that the pearl is formed as a secretion inside the shell of a marine animal similar to the fresh water Mussel, are a few facts beautifully illustrated by the specimens kept, in suitable preservatives in jars.

Mention should be made of a few other specimens which may be of interest to the reader. A certain kind of crab called 'Hermit

Crab' which lives inside a shell, makes friendship with another animal called the Sea-anemone; and the two live together as co-tenants in a house, both deriving mutual benefit by this association. The owner of the *kadalnurai* again, which goes by the name of Sepia, seems to have a small ink factory inside its body; and the ink is used for discolouring the water around and making itself invisible to its enemies when threatened by them—a very ingenious way of deceiving its enemies.

Another specimen showed how, entire dependency for generations on another for food, has resulted in a complete degeneration of most of the organs of the body. A parasite called 'Sacculina' which lives attached to the belly of the sea crabs, has become reduced to such an extent that it looks like a small tumour, and it is said that even zoologists should have taken it for a tumour but for a knowledge of its life history.

There is again a kind of 'cat fish'. A male fish takes upon itself the care of the eggs which he carries in his mouth till they are hatched. There were also different kinds of fishes, one of which was given the dignified name of a 'sea-horse' because of a fanciful resemblance of its 'face' to that of a horse.

It is hoped that the secondary schools will take advantage of the opportunity offered to them by the new line of useful work undertaken by the Fisheries Department at Ennur and get the schools equipped with a decent museum.

Considering the value of a typical collection, we would earnestly appeal to the Director of public instruction to take steps to supply every secondary school with a set.

* * *

Hindi in Schools :—

A clear case for the inclusion of "Hindi" as one of the subjects in the school curriculum was made out by Mr. C. Rajagopalachariar when he addressed the Madras Teachers' Guild last month. He quoted statistics to show that English could not become the *lingua franca*. He pointed out that Hindi, spoken by over 14 crores of people should be regarded as having the best chance of becoming an All-India language. South India alone seemed to him to present some difficulty and he desired that special efforts should be made to spread the knowledge of Hindi here. His case for Hindi rests on one important fact or idea, namely, that the government of the country should be a government of the people for the people by the people. He also referred to the growing tendency on the part of leaders to use Hindi as the medium in conferences and conventions. Mr. Rajagopalachariar is anxious that we should no longer be indifferent to Hindi. He fears that our backwardness will prove a serious handicap to the South Indian youth in the years to come and that the South Indian will not be in a position to play his or her part worthily in the discussion of All-India questions. He finally appealed to the teachers to interest themselves in the question of *Hindi*. We are thankful to Mr. Rajagopalachariar for the sincere appeal he has made. Our public workers have on hand many important and intricate problems and it is not just that they should be called upon to attend to the details of every question. We shall be failing in our duty if we do not of our own accord take into our own hands, questions of an entirely non-political nature, such as "Hindi," and contribute our own to the national development. It is for us to

consider what provision can be made in our time-table for the teaching of Hindi. Mr. Rajagopalachariar did not make extravagant demands for Hindi and a working knowledge of Hindi should be made possible for a large number. It is possible for pupils to make fair progress in Hindi if three periods a week in the lower forms and two periods a week in the upper forms be assigned to Hindi in the time-table. Managing bodies may come forward and plead that they have no funds to maintain an extra teacher proficient in Hindi. It is for Mr. Rajagopalachariar and his friends to educate the public with regard to the imperative necessity for making provision for Hindi. Will such schools as have made any arrangement for the teaching of Hindi kindly send us information so that the same may be published for the benefit of other schools?

* * * * *

The Madras University :—

The seventysecond Annual report of this University, which is to come up for consideration at the meeting of the Senate in March 1929, is a bulky volume of over 360 pages. It furnishes information regarding alterations in the laws, provision made in the colleges for the teaching of different subjects, and items of general academic importance such as the Annamalai University, Tamil University Committee Report, and compulsory physical training. Chapter VII deals with Research departments of the University and we trust the Senate will bestow some attention on the activities of the University in the field of research. Our readers should remember that our university is now maintaining with the help of grants from the government the following departments (1)

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Department of Indian History and Archaeology (2) Department of Indian Economics (3) Department of Mathematics (4) Department of Indian philosophy (5) The Oriental Research Institute, comprising Sanskrit, Dravidian and Islamic sections and (6) Research department in zoology. We are glad that it has been possible for our university to move steadily in the direction of a Teaching university. These research departments cost the University over a lakh of rupees. The departments of Indian History and Economics have been in existence for some years and the remaining departments were instituted in 1927. One is not likely to be favourably impressed with the work of the various departments. The work, in most cases, consists of a number of lectures delivered on different topics, and we are told that some of the lectures are awaiting publication. One thing that should strike any casual reader is the lack of proper direction and co-ordination. We hold that the experts in the Research departments should enjoy complete academic freedom in respect of the selection of subjects for research. We are also anxious that all facilities should be provided so that they may carry on their work unhampered. But the university will be failing in its duty if it does not provide for a managing committee which can advise the Syndicate and the Senate on the general working of the Research departments.

This does not mean that the advisory committee or managing committee that may be appointed, will be given the power to interfere with the internal work of the institutes. These committees will help the Syndicate and the Senate in defining the scope of work

in each institute and in determining the general policy. How can the syndicate find out whether it is proper for a research section to be studying the first three chapters of Tolkappiyam, Purananuru etc, or to fritter away its energy in a number of topics such as Kali-worship, Sastha cult etc. There is again want of continuity in the work of some departments. Unless the Syndicate frames suitable laws for the management of these institutes, the future of the Research departments is not likely to be bright and the Syndicate will be considered to have failed to realise its responsibility.

The library is now located in the Senate House but the readers are put to considerable discomfort owing to exposure to the sun both in the morning and in the evening. It is much to be deplored that the construction of the library building has not yet been begun. This is a serious reflection on the capacity of the syndicate to manage the affairs of the university. The syndicate will do well to remember hereafter that there are two other universities in South India, subject to the control of the Madras government, and that any influence that the the Madras university may hope to wield will depend upon its capacity to spend the allotted amount in a proper manner. There is one point in the chapter on Accounts to which we must make a reference. "The receipts under the Fee Fund Account during the year ending March 1928, amounted to about Rs. 628,200 and the expenditure to Rs. 431,000 leaving a net surplus of 197,200, against a net surplus of Rs. 73,700 in the previous year." This extraordinary surplus is due to the general enhancement of the rate of fees for the different examinations and to the levying special fees for diploma etc. The income

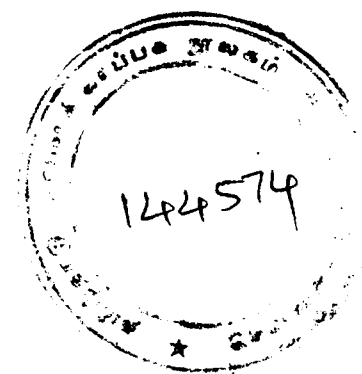
for 1929-30 is a little over 16½ lakhs according to the budget estimate and the expenditure is expected to amount to a little less than 16½ lakhs. We trust the Senate will scrutinise the budget with care and give the proper lead to the Syndicate.

Indian students in foreign countries:—

We have just received the Report on the work of the Education department of the office of the High Commissioner for India for the year 1927-28. The report gives a detailed account of the activity of the department. It interviewed during the year as many as 1471 students, and as suggested by Sir Atul Chatterjee, it served as the clearing house of information on educational subjects. The primary function of the department is to help Indian Students in getting admission to the British Universities and in securing suitable accommodation for them in London and other places. The hostel at Cromwell road, which is run by the department, provides accommodation for new students on their first arrival and the strength of the hostel during the year was 327. The different committees connected with social and welfare work were helpful in relieving occasionally students from distress, and in affording facilities for recreation and debate. It is seen from the report that "Indian students form nearly two-thirds of the total number of full-time students from the overseas parts of the empire". The department desires to point out that accommodation in the British Universities is limited and that great difficulty is felt in securing admission. We are glad to see it was possible for the department to provide facilities for practical training for Indian Students in industries and manufacture. There are one or two

points in the report to which we should make some reference. The department itself feels that it should be easily possible to get a large number of Indian students to get a necessary training in India itself. It is not wrong when it attributes this large influx of students to the apparent belief that a British degree places its holder in a much better position for securing a service appointment". The department goes further and states that "it should be made clear that a British degree and training is no longer an essential qualification for service appointments". Evidently the department feels that it is not worthwhile for students to spend their time and money in trying to secure ordinary degrees. It is anxious that students, who really intend to carry on work in advanced studies in special subjects, for which no facility is now available here, should alone proceed to British Universities. It is clear that the local Governments are not doing the proper thing when they attach a market value to the ordinary degrees of the British Universities and thus indirectly induce students of average capacity to proceed to England. We should like to invite the

attention of the Local Government to the following suggestion in the report: "The majority of the students concerned came for training in civil engineering. There would appear to be no sound reasons, in view of the excellent facilities for training in this branch, which are provided by many of the Indian Universities, why Indian students should leave their own country for this purpose, the more so as the opportunities for practical training in civil engineering are incomparably greater in India than here". The report also refers to cases of students who have no general educational qualifications or have not been provided with adequate funds. Such students are a source of anxiety to the department and the Indian public in Britain. The department calls upon the parents to acquaint themselves with all particulars regarding admission to Universities before they think of sending their sons or daughters. We are glad to learn that the University or College has little or no share in the alleged "racial discrimination". The department should be congratulated on the useful work turned out during the year.



NEWS FROM ASSOCIATIONS.

The Annual meeting of the Kurnool District Teachers' Guild was held on Saturday the 26th January, 1929 at 3 P.M., in the Municipal High School, Kurnool. The four local associations were well represented while from the mofusal centres only Atmakur was represented.

Mr. Syed Ismail lectured on the "Responsibilities of a Headmaster, and M.R.Ry. R. K. Kuppuswami Iyer Avl., opened a discussion on the present S.S.L.C. scheme and how it ought to be reformed. A number of speakers took part in the discussion and the question of drawing up a scheme for the revision of the S.S.L.C. Course, was left to a Committee. M.R.Ry. K. N. Pasupathi Iyer Avl., the resident Secretary in Kurnool, was requested to be the convener. M.R.Ry. G. Siva Rao Avl., presided over this meeting. The Municipal High School Teachers' Association was "At Home" to the delegates at 4.30 P.M., in the Municipal High School premises.

In the absence of both the President and Vice-President of the Guild, M.R.Ry. G. Siva Rao Avl., was elected as the Chairman for the business meeting which commenced at 5 P.M. Business transacted:

1. The annual report of the Guild was read by the Secretary and adopted.

2. Election of office bearers.

M.R.Ry. R. K. Kuppuswami Iyer Avl., was unanimously elected President. M. R. Ry. M. P. Rajam Iyer Avl., was unanimously elected Vice-President. Messrs. K. N. Pasupathi Iyer Avl., and M. Ramaiya Garu were duly elected Secretaries of the Guild.

3. A dozen resolutions on subjects relating to teachers and the taught in Secondary Schools and the Guild were then passed. M.R.Ry. K. N. Pasupathi Iyer Avl., read a paper on "What is wrong with our school teaching" and M.R.Ry. M. Kannaiya Garu read a paper on "The place of Physical Instruction in our schools." This was followed by a demonstration of Physical exercises and display by the boys of the Municipal High School, Kurnool, ably conducted by Mr. Subbanna Charlu, Drill Instructor of that School.

The following are among the resolutions passed at the meeting:—

1. That the Summer vacation for schools in the ceded districts be eight weeks in all, in view of the severity of heat in summer which

begins more early here than in other parts of the Presidency.

2. That this Guild do request the Executive of the S.I.T.U. Protection Fund to have the Fund registered at an early date.

3. That this Guild do request the Government to give more adequate representation than at present in the District Educational Council and Dt. Secondary Education Board to teachers in Secondary schools.

4. That this Guild do request the Government through the authorities concerned, to nominate the President of the Guild as a member of the Dt. Secondary Education Board as he can place before the Board the views of this institution of which most of the teachers in the district are members.

5. (a) That in view of the office work and other such work that the Headmaster of a Middle school has to look to, besides his teaching work, the managers of Middle schools in the district be requested to appoint as many assistants besides the Headmaster, as there are classes in the school.

(b) That this resolution be communicated to the District Secondary Education Board for recommending to the Director of Public Instruction to sanction the appointment of staff in Middle schools under Local Boards, as proposed in this resolution.

The Report.

1. Of the seventeen Secondary and Training Schools in the District, fifteen schools have Teachers' Associations and all the fifteen are affiliated to the Guild. The membership of the Guild is about 170. Two Elementary School Teachers' Associations in Nandyal were also affiliated to the Guild.

2. The one embarrassing factor in the financial position of the Guild has been the huge deficit that it had incurred on account of the Provincial Educational Conference held in this district. Two meetings of the Executive Committee were held in the course of the year to devise means for meeting this deficit. The starting of a raffle for this purpose fell through for want of sanction. In April last when representatives from all Board Secondary schools met in Kurnool, a meeting of the Guild Executive was held and the representatives of most of the schools present at the meeting promised on behalf of their Teachers' Associations, to contribute certain amounts to enable the Guild to meet the deficit.

3. Twelve associations have paid the affiliation fees for 1927-28, and four for 1928-29. A sum of Rs. A was collected from a member of the Reception Committee who was in arrears. The opening balance of the Guild at the beginning of the year was Rs. 25-6-9; and the income of the Guild was Rs. 253. The total assets of the Guild were Rs. 278-6-9.

At the beginning of the year under review, there was a deficit of Rs. 278-7-6. The report of the Conference had to be printed and sent to the several associations affiliated to the S.I.T.U. For printing the report a sum of Rs. 48-4-0 was spent. During the year a sum of Rs. 13-14-0 was spent on postage and money order commission; and an affiliation fee of Rs. 15 was sent to the S.I.T.U. A sum of Rs. 200 only was paid to Mr. Munaganuri Subbaiya Chetti of Nandyal to whom the deficit amount is due. Thus the total expenditure of the Guild for the year was Rs. 277-2-0. The balance on hand is Rs. 1-4-9; and a sum of Rs. 78-7-6 with interest thereon is due to Mr. Subbaiya Chetti of Nandyal.

4. During the year under review much work had to be done by correspondence. Statistics were got from other districts regarding the salaries of teachers. The managers of schools were addressed on the question of T. A. for teachers attending meetings of the Guild. One difficulty that the Secretary experienced was the lack of response from some of the affiliated associations; and some associations have not paid the affiliation fees yet. It is hoped that with the new year they will wake up and do their best to carry on the work of the Guild vigorously. It is a matter for regret that, only a few meetings of the Guild were held.

5. There is still a lot of work that remains to be done by the Guild. To mention a few—the Guild has to bring the Elementary School Teachers' Associations also within its fold as, without Elementary Education, there can be no Secondary education. The Guild has to agitate for a more adequate representation on the two District Education Boards. It would be a very good thing if the Secretary of the Guild can go round to the several associations and canvass for more members for the S.I.T.U. Protection Fund. The Guild has to meet the managers and to talk to them on matters relating to leave and salaries of teachers serving in their institutions.

Extracts from the Report of the Subcommittee for the Re-organisation of Secondary Education, Guntur

Chapter I.

We feel that neither the testing of a pupil's capacity for entrance into Government service nor giving eligibility for admission to the University can be the sole or proper object of Secondary Education. In our view Secondary Education must fit a pupil for life and make of him an intelligent citizen. This would mean giving him (1) a working knowledge of English to enable him to follow the problems of the Government and progress of Industry and Commerce in the World. (2) A knowledge of Elementary Mathematics (3) Such grasp of his Vernacular as will enable him to enjoy the classical authors in his language. (4) A fair understanding of ordinary natural phenomena and the laws of Health. (5) A knowledge of the constitution and history of his country to make him conversant with the problems facing his country. (6) A general idea of World Geography. (7) Proficiency in any one art or a fair knowledge of one classical language and (8) Physical fitness.

N. B.—Some would like Hindi to be a compulsory second language. We feel that English has come to stay and has also the advantage of being the language of Commerce all over the world.

Recommendations.

1. We recommend that the curricula should be drafted with the above objects in view by teachers who have specialized in the various subjects. The Guild might request various teachers to draft syllabuses.

2. It is recommended that the Guild approach leading publishers to get Text Books written and published in the Vernacular following the syllabuses drawn up.

3. It is recommended that attention should be concentrated on all subjects except Manual training and a second language in the Lower Secondary Department.

4. Recommended that a whole-timed Physical Director who is also the Medical Inspector (L.M.P. at least) be appointed in each School for looking after the physique of boys.

5. Recommended that, wherever possible, school hours should be changed to the cooler hours of the day and that the afternoon session be almost entirely devoted to Manual work and physical training and games.

Government & Secondary Education

We feel that Secondary Education like primary Education should be a charge on the State. While scope should be given for private enterprise, the Government should bear the entire net cost. At present the Grant-in-Aid Code in this Presidency is very illiberal and there is reason to think that the Government is trying to economise in the field of Education. We feel that even though the entire net cost cannot be borne by the Government the present scale of grants should be increased and a way should be found to give larger grants to efficient schools with a view to increase their usefulness in various spheres.

It is recommended:—(1) That the present rule of meeting half the deficit and triennial allotment be dropped in favour of one-fourth the total fee income or two-thirds of the deficit whichever be greater. (2) That a further efficiency grant not exceeding 25 per cent. of the teaching grant be given on the recommendation of the District Educational Officer to Schools which have adopted satisfactory scales of pay and are efficient. (The final sanction of this grant should be vested in the District Secondary Education Board). (3) That two-thirds of the cost be met by Government on all non-recurring equipment charges like library, furniture, buildings, etc., as in the case of equipment for teaching science subjects. (4) That Government do make good the loss to the management in fee-income due to fee concessions and scholarships to pupils of backward communities as well as deserving pupils of other communities.

Instances are not rare where the ignorance of the managements has stood in the way of real educational development. Scales of salary and treatment of teachers have not been fair. There are no definite rules guiding them in granting various kinds of leave, and undesirable interference has been noticed in matters like admission and promotion. The Government must step in to offer protection to the teachers by making definite rules for the guidance of managements and by strictly supervising the working of such rules through their Inspecting Agency. All salary due to teachers must be guaranteed by the State as in Ceylon instead of leaving the teacher to go to Law Courts with all its vexatious delays.

We have recommended the following and we desire that they may be submitted to the proper authorities for consideration and incorporation into the Madras Educational Rules.

(1). That the Government in consultation with the Teachers' Guild should lay down rules with regard to the interference of the management in the internal arrangements of the school. (2). That all matters of internal arrangement of the school be vested in the School Council consisting of 5 members (the Head-master, and 4 elected members of the staff in Local Boards Schools; and the correspondent, the Headmaster, and 3 other elected members of the staff in Aided Schools).

(3). That Minimum scales of salary for each grade be fixed by the Government and incorporated in the Madras Educational Rules as a condition of recognition. (4). That the Fundamental Rules be made applicable to teachers in all kinds of schools. (5). That the control of Secondary Education, disciplinary powers over teachers in Aided Schools and the power of sanction of the efficiency grant be vested in the Secondary Education Board of each District. (Reconstituted as in Appendix) (6). That the Government also lay down the minimum equipment for the teaching of each subject and make this a condition preceding permanent recognition. (7). That the Government compel managements to provide schools with adequate play grounds, and make this also a condition preceding permanent recognition.

Appendix.

The District Secondary Education Board should be reconstituted with the additional powers mentioned in Chapter III *supra*.

The total strength shall be 32, distributed as follows: ex-officio 4, nominated 4, and elected 24. The ex-officio members will be (1) Educational Officer, (2) the District Board President, (3) the Deputy Inspector of the Head quarters Range and (4) the Inspectress of Girls' Schools. The four nominated shall be two from minority communities and two women.

The Madras Teacher's Guild Co-operative Society Ltd.

A SHORT REPORT FOR THE HALF-YEAR ENDING 31, DECEMBER, 1928.

One meeting of the General Body was held in the year on Saturday the 4th August, 1928 in the Pachaiappas College for the election of the Directors for 1928-29 and the attendance at that meeting was better than at any previous meetings of the General Body. The Directors met 12 times to transact the normal work of the Society.

Last year's establishment continues during the half year under review. In addition there is an attendance also.

Membership.—The year opened with 228 members on its rolls. There were 38 additions and 8 withdrawals in the course of the half year, thus bringing the strength to 258 on 31-12-1928.

Share Capital.—At the beginning of the year the paid up share capital was Rs. 8,172, involved in 957 shares. 176 new shares were subscribed for and 41 shares were paid off in the course of the half year. Hence on the 31st December 1928 the paid up share capital of the society was Rs. 9,134 involved in 1,080 shares.

Borrowings.—The Registrar has kindly allowed us to have dealings with the Triplicane Branch of the Indian Bank. This has certainly facilitated our financial transactions. On 31-12-28 we had a credit balance of Rs. 538-14-1 in the Indian Bank and a debit balance of Rs. 491-12-0 in the C.C.C. Bank.

Deposits:	F.D.	R.D.	P.D.	Cur. A-C.
	Rs.	Rs.	Rs.	Rs. A. P
On 30-6-28.	24,386	1,488	8,867	561 15 11
Received	8,979	934	1,939	2,519 5 4
Paid off.	14,539	1,348	817	2,378 12 1
On 31-12-28.	18,826	1,074	9,989	702 9 2
Loans:	Surety.	S.L.	Pro. D.L.	
	Rs.	Rs.	Rs.	
On 30-6-28.	25,114	1,394	4,386	
Disbursed.	23,117	9,502	7,681	
Received.	20,937	9,585	7,335	
Balance, i.e., on 31-12-28.	27,294	1,311	4,737	

Investments.—On 30-6-28 the Society held Rs. 1,050 in Central Bank Shares and Fixed deposits therein to the value of Rs. 9,815. During the year, we invested in all Rs. 1,857-13-0. Hence on 31st December, 1928, on account of Provident deposit there was an investment of Rs. 1,1672-13-0 in the C.C.C. Bank. In the C.C.P. Works the share amount there stands at Rs. 21-10-0.

Comparative Statement of the Figures from 1st July, 1923 to 30th June, 1928.

Particulars.	1923—24.	1924—25.	1925—26.	1926—27.	1927—28.
I. Membership	115	178	202	210	228
II. No. of shares	314	479	610	745	957
	Rs.	Rs.	Rs.	Rs.	Rs.
III. Paid-up share	2,165	3,847	5,096	6,269	8,172
IV. Sal. loans	2,910	8,827	11,453	12,811	16,924
V. Surety loans	10,075	18,415	23,725	34,304	40,177
VI. P. D. Loans			1,620	3,286	11,878
VII. Working capital	4,329	8,884	13,880	30,407	43,958
VIII. Average S.L. per head per year.	25	50	57	61	75
IX. Average surety loan per head	88	103	117	163	177
X. Average interest earned per month	28	76	105	144	252

* The figures have been given in whole rupees.

* On 31-12-28, we had overdues in 1 S.L. of Rs. 35 and 13 Surety-loans of Rs. 380 by way of Principal and Rs. 31-10-8.

On account of Reserve Fund, there is now an investment of Rs. 494-0-5.

Audit.—All these years we had joined the audit scheme of the department and we were contributing Rs. 100 a year. The department in their first communication on the matter had agreed to undertake concurrent audit. But as events have proved, they were doing only annual audit. Last year the Assistant Registrar came out with a suggestion that if we paid Rs. 150 a year we could get Audit really concurrent. On a careful consideration, the Directors came to

the conclusion that it would benefit the society more if we got our own private auditor. Accordingly we appointed, with the permission of the Registrar, Mr. P. S. Subramanya Iyer, B.A. (G.D.A. as our concurrent and annual auditor for Rs. 100 for the year 1923-24. I am glad to say that the work has begun already.

In conclusion, we are thankful to our many well-wishers for their kindly help in the matter of the collection of our dues, to our Bankers for their timely accommodation and to the Registrar for his permission in regard to the Indian Bank and Private Auditor.

T. M. RAGHAVENDRA RAO, Hon. Secretary

NEWS AND NOTES

The S.S.L.C. Board has resolved to re-model the S.S.L.C. course as follows:—

Group A.

1. English.
2. A second language which shall be a South Indian vernacular, or Sanskrit, or Arabic or Persian.
3. Elementary Mathematics.
4. Elementary Science.
5. History of India and Geography.

Group B.

Drawing in Form IV.
Physical training.
Manual training (for boys).
Domestic Economy and Sewing (for girls).

Group C.

All the subjects now included in Group C with the addition of "Geography" and "Applied Art," the substitution of "History of England" for "History of England and India" and the deletion of Practical Mathematics, Trigonometry, Needle-work and Dress-making, Lace-work, Commercial Geography and Precise-writing and Indexing.

The subjects for the Public Examination which will be held at the end of the course in Form VI will include all the subjects in Group A and one of the subjects in Group C. Copies of the syllabuses in the several subjects of study as approved tentatively by the Board are enclosed and the specific suggestions, if any, of the South Indian Teachers' Union regarding them may be communicated on or before the 15th April next.

N. B.:—A copy of the proposed syllabus will be sent shortly to each affiliated association. M.S.S.

An Education Week.

Readers will be interested to read the following programme of work for an Education week, formulated by the National Educational Association of America; A large number of other organisations also Co-operated with it. We are sure our readers will be aware of a resolution passed at the 19th Provincial Educational Conference held at Vellore, in Dec. 1927. A fear was expressed in several quarters about the success and utility of such a day. The following will give an idea about an Educational week.

"The purpose of this week (the educational week) is to acquaint the public with the Schools, with their ideals, their achievements, and their needs. Try to have every parent visit his child's school at least once during the week. Evening Sessions may be substituted for afternoon Sessions on certain days. For sometime prior to Education week, articles on the schools should appear in local Newspapers. Note that this programme emphasizes each of the cardinal objectives of education; health; worthy home membership; mastery of the tools, techniques, and spirit of learning; faithful citizenship, vocational and economic effectiveness; wise use of leisure; and ethical character.

1st day: *Health day*.—Health is the foundation of individual happiness and community well-being. Health day programmes can show the public what the schools do to promote health through recreation, nutrition, ventilation and

training in good habits. An adequate School plant helps to insure a better race.

2nd day: *Home and School day*.—Home is the most fundamental institution among civilized peoples. Its Co-operation with the School is a necessity. Let the pupils know what each of them can do to help make better homes.

3rd day: *Know your School Day*.—Schools are the first and biggest enterprise in locality, state or nation. Investment in Education saves tremendous sums expended on poverty, disease, and crime. The school teaches children how to learn, to think, to develop vision, to judge and to do.

4th day: *School opportunity Day*.—To help every child find his field of service and to prepare him for it is a primary responsibility of the school. On this day show the opportunities offered children in your community—how vocational efficiency is promoted through courses in agriculture, trades, and industries, commerce and home economics; show advantages of special classes and evening Schools.

5th day: *Citizenship day*.—The success of a democratic government depends upon the faithful performance by each citizen of his public duty. By living as citizens of the school, children learn to be citizens of the larger society.

6th day: *Community day*.—Education, a life-long enterprise. Emphasise the value of schools, in the advancement of community life. Progressive communities provide for wholesome leisure activities—Libraries, parks, play fields, auditoriums etc. make the school house a community centre.

7th day: *Armistice day*.—Ten years ago to-day the thought of the world changed from war to peace. On this day, let the ministers of all denominations tell what teachers and the schools are doing to build citizenship and character. Call attention to the fact that Education week is now observed in other countries as suggested, by the world Federation of Education Associations."

From the News Bulletin of W.F.A.
September, 1928.

THE S.I.T.U. PROTECTION FUND.

The first Annual Meeting of the S.I.T.U. Protection Fund was held at Chidambaram on the occasion of the Madras Provincial Educational Conference at 8-30 P.M. on 28-12-28. There were 37 members present from different parts

The Minister's Achievements.

The chief Ministers' visit to Kattuputhur was availed of by the Trichinopoly District Teachers' Guild, which waited on him in a deputation. It is understood that the Deputation urged on him among other things the need for an immediate revision of the grant-in-aid Code. The Chief Minister is reported to have said in the course of his reply that proposals for the revision of grants had already been made and that as a result of such proposals a sum of nearly Rupees Five lakhs might be available for additional distribution in July next. He is further reported to have said that he was successful in getting only an additional Rs. 75,000 for distribution as special teaching grant for the present year. As regards security of tenure of teachers, he seems to have expressed himself in favour of having an appellate authority for appeals by teachers in aided schools; but feared the opposition of the mission bodies to such a scheme.

Hindi in our schools:—In presiding over a school day celebration, Sir T. Desikachari is reported to have said, "closely connected with a working knowledge of classical Sanskrit is the attainment of some familiarity with Hindi which is essential to the South Indian Student, if he is not going to be but a frog in the well but have an All-India and national outlook. There need be no fear of burdening the course of study which is no doubt somewhat cumbersome. In western countries English, French, and German are deemed to be the normal equipment of an average student besides an early drilling in one of the classical languages. To one who had acquired some proficiency in Sanskrit, Hindi need present no insuperable obstacle, at any rate so far as the attainment of facility to read and write and converse in the language is concerned. South Indian boys are found in almost every important city in North India. Nothing can help so much these adventurous youths who go to seek a livelihood in Northern India as a knowledge of Hindi. Viewed from the standpoint of daily bread if not on the broad and National one, the cultivation of Hindi is sure to be profitable, and useful to the South Indian Boys."

of the presidency. The following items of business were gone through:—

(1) The Annual Report was read by the Secretary and was adopted unanimously.

(2) The financial statement was considered and adopted with the only change that under rent the sum of Rs. 60 was changed into Rs. 36 in balance sheet.

(3) The following office-bearers, viz., Messrs. S. K. Yegnanarayana Iyer, as President, P. A. Subramanya Iyer, as Vice-President, S. Madhava Rao as Secretary and S. Srinivasa Iyer, K. S. Chengalvoraya Iyer, C. S. Rangaswamy Iyengar, A. Sundaresa Iyer, S. T. Ramanuja Iyengar, and V. Guruswami Sastrigal as members of the Board were duly elected.

(4) Inasmuch as due notice was not given to the members of the Fund, re-amendments, the President ruled them out of order.

(5) Mr. S. K. Krishnamurthy Iyer, was appointed as the Honorary Auditor for 1929. In this connection the general body recorded its thanks to Mr. G. A. Srinivasa Iyer, M.A., L.T., for his honorary work as auditor for 1928.

With a vote of thanks to the Chairman the meeting was brought to a close.

List of Members—(Continued.)

Reg. No.	Name.	Designation.	Place.
B. No. 262	Mr. G. Srinivasa Chari.	Asst. P. S. High School.	Mylapore.
" 263	" B. Panigrahi.	H. M. Sri Rajah's Middle School.	Dharakota.
" 264	" V. Vasudeva Rao.	Asst. European Convent Girls' School.	Tuticorin.
" 265	" E. Singaravelu Pillai.	Clerk, Kellet High School.	Triplicane.
" 266	" V. Ranga Charya.	Prof. Ind. Hist. Presy. College.	Madras.
" 267	" S. V. Audishesan.	Asst. Mahajana High School.	Erode.
" 268	" S. Jagannathan	" " "	"
" 269	" B. R. Srikantham.	" " "	"
" 270	" T. M. Srinivasan	" " "	"
" 271	" N. Achutharaman	" " "	"
" 272	" A. Thirumalai Iyengar.	Asst. C. R. C. H. School.	Vepery
" 273	" T. G. Devasirvatham.	Asst. K. H. School.	Triplicane.
" 274	" M. Jayaram Naidu.	" " "	"
" 275	" P. K. Srinivasa Chari.	" " "	"
" 276	" D. Thumbuswmi.	" " "	"
" 277	" G. Venkatasubbiah.	" " "	"
" 278	" S. R. Ganesa Aiyar.	" National College High School.	Trichinopoly.

S. M. RAO,
Secretary.

REVIEWS

'A First Book of British History,' by T. F. Tout, LL.D., D. Litt. Adapted to the use of Indian Schools by Sir Philip Hartog, C.I.E. Published by Messrs. Longman's Green and Co. Ltd. Price: Rs. 1-8-0. Tamil Edition. Rs. 0-14-0. Telugu Edition 0-14-0.

This book is a revised Edition of 'A First Book of British History' by the same author, which had for long, an incomparably wide circulation in Indian Schools. The author in collaboration with Mr. Hartog has carefully revised and adapted the book to suit Indian requirements. The deletion of minor details from the Indian standpoint, the simplification of language and the insertion of a few topics

calculated to link up Britain and India are its most salient features. Its excellent get-up, fine and copious illustrations, and above all the name of the illustrious author it bears have by now made the book too popular to need any review. It is splendidly suitable for IV form pupils who receive instruction in that subject through the medium of English and covers a syllabus that can well be finished within a year.

The enterprising publishers have made Tamil and Telugu Editions of the same book available. For some years past there has been a consensus of opinion among educationists that in non-language subjects instruction should be through the medium of the mother-tongue.

In this regard, the publishers have come forward to do their share of the work.

It is an excellent idea to publish a vernacular edition of a standard text book of the type of 'A First Book of British History'. It is due to the translators to say that they have closely followed the original and have done their work with commendable care. But as many of the British political and social institutions find no parallel in India, the job of the translator has always been a difficult one. Wherever technical terms occur, explanatory notes from the point of derivation and association have been given along with their vernacular equivalents. Care has been taken to give in brackets the English terms also. Such words as Act, law, rebellion, revolution, submarine, torpedo and not a few others do not readily admit of exact distinctive vernacular equivalents and are bound to remain hard nuts to crack till the vernacular terms are found systematised and popularised by those whom it may concern.

Proper names have, admittedly, been spelt in Telugu according to the Standard pronunciation given by Dr. Jones in his pronouncing Dictionary. Thus for instance, 'r' has not been spelt in Telugu wherever it should not be trilled and a vowel more spelt where the sound of diphthong occurs. However great care has to be taken in orally impressing their pronunciation else it is feared that confusion may be worse confounded.

The 'get-up' of the vernacular editions certainly compares favourably with that of other vernacular publications of premier companies. But it were better if a publishing house of the standing and reputation of Longman's Green and Co. had placed their vernacular editions on a footing of equality with the English Edition in point of 'get-up.'

It is hoped that the Tamil and Telugu Editions of 'First Book of British History' will be given the encouragement that they so richly deserve, especially as they supply a real want.

'Child Psychology..'

(An introduction to the general principles of Child Education for Teachers and parents.)

by

C. P. Venkatrama Aiyar, M.A., L.T., Price Rs. 1-8-0: Publishers, Messrs. Longman's Green & Co.

The author of this book is a teacher of considerable experience and a profound scholar in Tamil. He has brought to bear on this work

his practical experience which renders it to be of great value to its readers.

The book contains a clear exposition of elementary principles of Psychology in a measure sufficient to arouse in the readers an abiding interest in the subject of Child Education. Any person having at least an active knowledge of Tamil can profit by reading it. It is comprehensive enough to serve as a Text-book for pupil teachers.

The language is chaste and simple. Illustrations are chiefly drawn from Indian life and Literature.

It may be strongly recommended to the attention of the public.

THE DEVOTEES OF THE LAND, by T. R. Rangaswami Aiyangar, M.A.L.T., Headmaster, Banadurai High School, Kumbakonam and published by the B. N. Publishing - House, Kumbakonam:

This small volume of about 120 pages contains a number of stories relating to the lives of several devotees to the Lord. The aim of the author in writing this little book is to 'foster a spirit of faith in God and toleration of all religions,' and he has accordingly drawn his subject-matter from devotees of all religions. Paranjoti, Ekanath, Nandanar, Tayumanavar, Ramdas, Abdul Kadir Jilani, Saint Francis of Assisi and Saint Catharina are some of the lives portrayed in the book.

It is written in a simple and elegant style and is permanently fit to be studied in the 5th and 6th forms of our Secondary Schools. Through out the author has kept in his mind, that a true devotee is one who looks upon the whole world as his country and has no silly prejudices. We believe that the book will be well received and widely recommended by teachers.

RADHAYA AND BHARGAVARAMA. Ramachandra English series 5 and 6 by Mr. M. Sitarama Rao, B.A.L.T., Published by Ramachandra Book Depot, Chandragri, Price. As. 8.

Radhaya and Bhargavarama give the life story of Karna and Parasurama. The stories are untold in simple and idiomatic English. It is written in a racy style characteristic of the earlier books of this series. Printed in bold type, and amply illustrated they will serve exceedingly well the needs of the pupils of the 3rd and 4th form of our Secondary Schools.

GOLDEN TABLES BOOKS I & II. by Phillis S. Darling—Published by Barathi & Co. Periamet, Madras. Part I—5 as. Part II—8 as.

These two books form a series that has been attempted by the publishers. The beginning is very promising—written in a simple language, they can well be read and enjoyed by young children reading in the lower forms of the Middle Schools. They are printed in bold type and are illustrated.

GEOGRAPHY OF THE VILLUPURAM TALUK by R. Narayanaswamy Iyer, Teacher, Municipal High School, Villupuram.—Price As. 2½. This is a small book of 24 pages intended for the pupils of the primary classes. In this book the author has succeeded in presenting the Geography of the Taluk in a manner that would create in its readers a desire to know more about their Native Village and Taluk.

GEOGRAPHY OF THE SOUTH ARCOT DISTRICT IN TAMIL, by the same author. Price As. 4.

This book is intended for pupils of the 4th standard. It is intended to be an aid to a text book. Its main features are the memorous outline maps of district, to be filled up as per

direction given, by the pupils themselves and the number of questions given which would lead to the subject-matter of each map.

This is a new departure in the approach to the Geographical study of one's district. Geography teachers can, by carefully guiding their pupils make the use of this book very interesting.

MAP DRAWING EXERCISES IN GEOGRAPHY—MADRAS PRESIDENCY—TAMIL, by the same author. Price As. 5.—This is modelled on the same plan as the District Geography by the author. This is much bigger in size and enough space is provided for writing out the answers to questions. It will be very useful for practical work in Geography.

LONGMAN'S ETYMOLOGICAL AND BIOGRAPHICAL DICTIONARY.—Publishers, Messrs. Longman's Green & Co. Price, Re. 1.

A very useful book for our High School pupils: cheap but comprehensive and instructive. Most of our pupils in the high schools do not know the right use of dictionaries. The publishers have done well in giving full instructions for a proper use of this little book. Very useful appendices are also added, particularly the Biographical section. We are sure the book will be widely recommended by teachers in our Secondary Schools.

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