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THE South Indian Teacher

Vol. II.]

15th September, 1929

[No 9.]

POSITION OF NATURAL SCIENCE IN AN EDUCATIONAL SYSTEM.

[We extract the following from Pamphlet No. 3 of the Bureau of Education, India, (published in 1918) containing extracts from the report of the committee appointed by the Prime Minister to enquire into the position of Natural Science in the Educational system of Great Britain, as we believe it will be of great interest and value to those aiming at a revision of our Elementary Science course. Eds. S. I. T.]

“ The contents of the science course, as considered by the committee, may be divided into two parts : first the part for boys from the age of 12 to 16, the part which will be compulsory on all boys ; secondly, the part for boys from 16 to 18, the more specialised part.

From the standpoint of general education the first of these is undoubtedly the more important, since for the majority of boys it will be their only training in science.

‘ The question of the choice of the science subjects to be included in a school course and of the method of teaching these subjects is so important that somewhat detailed consideration of the problem is necessary.

We have recommended elsewhere that science should form part of the school course for all boys and girls up to the age of

16, and that more time should be given to it than is at present usual. But these recommendations must not be taken to mean that we should like to see a great extension of science teaching exactly on the lines now customary. We consider that the conventional curriculum is in great need of reform, in respect of two important points : (a) the choice of subjects to be included ; and (b) the manner of treating them.

(a) At present the curriculum up to the age 16 in a large number of boys' schools consists of nature study in the lowest forms, followed by a laboratory course in at least one branch of Physics and in Chemistry. In very few boys' schools is there any attempt to give a knowledge of the main facts of the life of plants and animals. Physics and Chemistry must, we think, continue to be the fundamental subjects in the school curriculum, because every other science requires

some knowledge of them, and also because no other science lends itself so well to a study of experimental method under the limitations of time which are inevitable in school work; but no boy should leave school with the idea that science consists of Chemistry and Physics alone.

It is agreed on almost all hands that the customary course, which is a growth of the last 20 years, has become too narrow, not only because Physics and Chemistry are the only sciences included in it, but because the choice of subject matter within these sciences is unduly restricted. Further it is out of touch with the many applications of science. The principles are often taught without reference to the phenomena of nature which they explain; the course does not satisfy the natural curiosity of the pupils; it may give them some knowledge of laboratory methods but little idea of wider generalisations, such as the principle of the conservation of energy, which are quite within their powers of comprehension. Again in many schools the course is planned as if its sole object were to lay the foundations for specialised study in science at a later period. But if nothing is built on these foundations the time may have been spent to little purpose; many boys will give up the study of science when they know but little of the scientific principles which underlie the most familiar natural phenomena, or of the most important applications of science to the service of man. Their position is analogous to that of a student of a language who stops after learning some of the grammar without acquiring any knowledge of the literature.

(b) For the last twenty years the attention paid to laboratory work has been an outstanding feature of the science teaching

in English schools, and results of great value have arisen from it. We need not go back many years to reach a time when there was little practical work in schools and any science that was done, apart from chemistry, was taught by class lessons, or by lectures with occasional demonstration of experiments by the teacher. The practical work in chemistry consisted of exercises in qualitative analysis. It had little bearing on the rest of the work, and could be learnt, up to a certain point by routine methods.

But in the last 20 years circumstances have altered; laboratories have multiplied, and it has become the practice to make the laboratory work the central feature in school science. This change of point of view has had both good and bad results. On the one hand it has brought home to many boys and girls the fundamental notion of an experimental science, that the answers to questions on its subject matter can be taught directly by experiments which they can do themselves; they have seen how a series of experiments leads up to a result, how the results of one experiment suggests that another is needed; they have in fact learnt something of the experimental method of the sciences. Such teaching and experience is of the greatest value, and any change which would diminish its effectiveness would be a step in the wrong direction.

But on the other hand there have been unfortunate consequences; many teachers have become so dominated by the idea of the supreme value of experimental work that they have left on one side and neglected those sciences which do not lend themselves to experimental treatment in schools: the tendency has been to restrict the work to parts of Physics and Chemistry in which the boys

can do experiments for themselves. We are driven to the conclusion that in many schools more time is spent in laboratory work than the results obtained can justify. We do not underrate the importance of such work; on the contrary we regard it as an essential part of science teaching. But sometimes the performance of laboratory exercises has been considered too much an end in themselves—such an exercise loses the educational value of a real experiment when it becomes a piece of drill; often exercises succeed each other without forming part of a continuous or considered scheme for building up a boy's knowledge of his subject. Sometimes a very important experiment is done by all the pupils, when the point which it brings out could be better illustrated by an experiment performed by the teacher, on a scale and in a manner which would not be possible for the whole form. Insistence on the view that experiments by the class must always be preferred to demonstration experiments, leads to great waste of time and provides an inferior substitute. The time gained by some diminution in the number of experiments done, and especially by avoidance of unnecessary repetition of experiments of the same type could be well used in establishing in the pupils' minds a more real connection between their experiments and the general principles of the Science or the related facts of everyday life.

Much of this waste of time is due to a conscientious desire of the teachers to encourage the spirit of enquiry by following the so-called heuristic method; the pupils are supposed to discover by their own experiments, with little or no suggestion from the teacher, the solutions of problems set to

them or of problems which they themselves suggest. The spirit of enquiry should run through the whole of the science work, and everything should be done to encourage it, but it seems clear that the heuristic method can never be the main method by which the pupil acquires scientific training and knowledge. He cannot expect to re-discover in his school hours all that he may fairly be expected to know; to insist that he should try to do this is to waste his time and opportunities.

Some of the defects of school courses are ascribed to the influence of external examinations in limiting the freedom of the teacher to choose his material and to treat it in the way suitable to local conditions or the special needs of his form. In all examinations, especially if they are competitive, there is a tendency to set questions of such a character that there would be no serious difference between the marking of different examiners. In an examination in elementary science the questions on general principle are admittedly more difficult to mark than those which are of the nature of little sums, such for example, as to calculate the change in temperature when a piece of hot metal is dropped into a vessel of water. The result of this is that the questions tend to concentrate on a limited range of subjects, which are not of the highest educational value, and in which the majority of students find but little to interest them.

But examinations cannot be blamed for all the faults which have been pointed out to us; it seems certain that a great part of the difficulty arises from the fact that the teachers, from lack of training and of knowledge of the methods of other teachers, tend to go on teaching as they were taught

themselves, and thus the work becomes stereotyped.

Much stress has been laid in the evidence before us on the need for the correlation of school teaching in Mathematics and Natural Science. There is evidently a strong feeling, both among school teachers and among those who have to deal with the products of the secondary schools at the universities and in the industries, that both subjects would gain if they were taught with more reference to each other, and so far as possible, by the same teachers,.....

We agree that there are very great advantages in putting the teaching of mathematics and physics to boys up to the age of 16 into the hands of the same master; it would, we consider improve the teaching in both subjects by giving point to the mathematics and precision to the physics; it would also increase the time the boy spent with his master, whose influence and opportunities would be considerably enhanced.

A general course in science should fulfil two functions (a) it should train the mind of the student to reason about things which he has observed for himself and develop his powers of weighing and interpreting evidence; (b) it should also make him acquainted with the broad outlines of great scientific principles, with the way in which these principles are exemplified in familiar phenomena and with their application to the service of man. The evidence we have received shows that there is a tendency to over-emphasise the first of these functions and to neglect unduly the second. We think it essential that the importance of both objects should be recognised, and that the choice of the subjects to be studied

and of the method of instruction adopted should be made with both objects in view. The training for the first of these functions must be given by practical work in the laboratory. The second can best be carried out by demonstration lessons from the teacher, together with practical work in the laboratory planned to illustrate the principles discussed in the lecture. Laboratory work alone is not sufficient. We are of opinion that this plan would not impair the efficiency of the Science teaching as a training in reasoning and observation. The age of the pupils and the time at their disposal make it impossible to include more than a limited range of subjects in the courses but the need for careful arrangement to avoid waste of time only becomes the greater on this account.

The very last thing we would wish is to lay down a hard and fast rule which would stereotype science teaching throughout the country. We think it essential that the teacher should be allowed as much freedom as possible in his choice of method, and that he will probably get the best results with the one which he himself prefers. He should, however, realise that the power of settling for himself the particular course he adopts carries with it greater responsibility for seeing that it is the best which can be devised under the circumstances of the school.

In framing a course in science for boys up to the age of 16, it should be recognised that for many, this will be the main, for some, the only opportunity of obtaining a knowledge of science, and that the course should therefore be self-contained, and designed so as to give special attention to those natural phenomena

of every day experience; in fine, that the science taught in it should be kept as closely connected with human interest as possible. The keen interests which many boys feel at this age in the applications of science, such as aeroplanes, steam engines, wireless telegraphy, motor car, and the like should be utilised to the fullest extent. There are great advantages in introducing the study of the principles of science by starting from a machine or a striking physical phenomenon and working backwards to the principle, rather than by starting from the abstract and proceeding to the concrete; such a method is in no way inconsistent with a logical and continuous development of the subject. The advantage of the method is that the impetus due to a boy's interest in the subject helps to carry him through the lessons, while in the ordinary method interest may be aroused only after the lessons are nearly completed. This method is in many respects analogous to that which has been introduced in the teaching of mathematics, where the old plan of beginning with a series of axioms and definitions and then deducing the properties of triangles and circles has been superseded by a course which begins by making the boys familiar with the properties of these figures leaving the logical deductions from the axioms and definition to a later stage.

* * *

The more systematic study of Science begins about the age of 13; while we do not consider it desirable to suggest a detailed syllabus, we think it important to state what in our view are the principles on which it might be framed. For the sake of definiteness, we will consider the case of a syllabus

in physics; the principles however apply to chemistry and biology. In the first place, the object of such a course is not to train specialists in physics nor to give dexterity in making accurate measurements of physical constants; it should be designed to give as good a mental discipline as possible and to make the student acquainted with the principles involved in familiar physical phenomenon. Even if, as we suggest, the time allotted to science teaching is increased, it will be impossible to study the various branches of physics such as heat, light, sound, electricity and magnetism in as much detail as when only one or two are attempted. There must necessarily be great gaps in the students' knowledge of these branches, but in the general course we think these gaps should be distributed rather than that one or more of these branches should escape consideration altogether. The problem the Science Master has to face is how to simplify the course so as to be able to complete them in the time at his disposal. To make our meaning clear, we give an example in some detail showing how a course in heat might be arranged. The Science Master would first ask himself what are the most important physical phenomena and industrial applications for which a knowledge of heat is essential; let us suppose he decided that these were the domestic fire, the warmth of the sun, the heating of buildings, changes of state of water to ice or steam, the formation of rain, fog, clouds, snow, hail; the steam engine and the internal combustion engine. He would then build a course round these topics, in which attention was mainly directed to the subjects most closely connected with them, namely, the sources of heat, the expansion by heat of liquids, the

changes of state by water, vapour pressure, the thermal effects due to compression, and the transformation of heat into mechanical work, the other parts of heat being only dealt with so far as they are necessary for the study of these subjects. He would then consider at what stage these subjects should be taken, for it is desirable that the study of heat, as of other branches of physics, should not all be done in one term, but resumed from time to time; this gives opportunity for revision and for postponing the more difficult parts until the students are more mature and have more mathematical knowledge at their disposal than at the beginning of the course.

It is essential that the parts of which it is decided to concentrate should be done very carefully and in detail, with much practical work in the laboratory. It is better to curtail the number of subjects discussed than to save time by slurring over difficulties.

We should like to lay stress on the fact that the conventional sub-divisions of physics into branches, such as heat and light is apt to lead to neglect of very important parts of the subject, either because they are related to several of the branches, *e.g.*, the conservation of energy, or because they lie outside the customary divisions. Few boys get in a school course any idea of subjects such as surface tension and diffusion through membranes, which are well within their comprehension and are of the greatest importance in biology.

It is very undesirable that the work of a form should be confined for a whole year to a single branch of physics; at least two of them should be taken; further the scheme of work should provide for the recurrence of the

various branches of physics in the course to afford opportunity not only for revision of what has been previously done but for extension of the ground covered.

The subjects included in the course might vary with the locality and type of the school. Thus, for example, in a town which is the seat of an important industry some phenomena might be matters of daily experience which would rarely come under observation in a different district. These would naturally be included in one case and not in the other.

In chemistry restriction of the field on the same principle is needed, but the problem of choice is easier because the field is less varied. It is essential that the work shall be brought as closely as possible into relation with the things of daily life. No attempt should be made to study in detail more than a small number of the chemical elements. A choice must be made which should include the most important elements, enough to illustrate the principles on which the elements may be classified. In discussing these elements, opportunity should be taken to explain important points of general chemistry as diffusion, the laws of combination, equivalence, solution and electrolysis; no course can be considered satisfactory which does not lead up to the general laws of chemical combination and the explanation of them in terms of atoms and molecules. Quantitative experiments which take a long time can often be replaced with advantage by simpler descriptive exercises, not involving measurements but requiring some independent thinking. The description of manufacturing processes should not be neglected although minute details would naturally not be introduced. Boys are always keen about large

scale work, and while such work is being described, many opportunities will occur to the teacher of exemplifying principles which the boy will already have come across in his work in mechanics and physics. The sharp division which is at present made between inorganic and organic chemistry should disappear, and ideas such as fermentation, saponification, etc., should find a place in the course. The chemical processes in the life of a plant should not be omitted, for example, the way in which carbon dioxide is transformed into sugar, the utilisation of atmospheric nitrogen by the leguminous plants, and the part played by nitrogen compounds in the food supply of plants, could be pointed out while carbon and nitrogen were being studied. Similarly, the study of Silica would naturally lead to a discussion of the part played by air and water in the weathering of rocks.

We have already laid stress on the point that some knowledge of the main facts of the life of plants and animals should form a regular part of the teaching in every secondary school. Systematic work in zoology, including dissection of animals and the use of the compound microscope, belongs to a later stage of school life, but the main facts as to the relation of plants and animals to their surroundings, the changes in material and in energy involved in their life and growth should form part of a well-balanced school course.

There is a considerable measure of agreement among our witnesses to the effect that the course might include the main anatomi-

cal features of the higher plants, the elementary physiology of plants, especially their relations to the soil and to the atmosphere, together with some quite general knowledge of animal metabolism. We think that in a boy's school career room could be found for this work by devoting to it part of the science time in the summer terms. Our object would not be attained by the establishment of courses of elementary biology at all analogous to those which are found at present in the higher forms of schools. Many of them are modelled on the first year's course for medical students at the Universities, and contain an amount of morphological detail which would be altogether out of place in a general science course for middle forms. The kind of instruction which we have in view need not be in the hands of a teacher qualified only in biology and responsible only for that particular section of the science work. We realise that it is not easy at present to find teachers who can give adequate instruction in the various subjects which we should like to see represented in the curriculum, and that therefore only gradual development and improvement can be looked for. The separation of the biological sciences from the physical sciences at the University has made it extremely difficult to find a competent biologist who can teach even the most elementary physics with the requisite accuracy and definiteness; the want of teachers with wider scientific qualifications is at present the real difficulty in the introduction of biology into school work."

THE MACKENZIE MANUSCRIPTS

Col. Colin Mackenzie.*

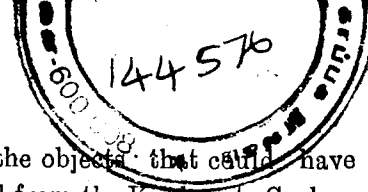
BY

Prof. V. Rangacharya

If there is any single name which can be picked out amidst by no means a small number of European avants who have laboured for the collection of materials for the construction of Indian History, for the special admiration and gratitude of students, none will grudge to choose that of the illustrious Col. Colin Mackenzie. At a time when historical investigation was not yet realised even by European writers he worked hard, amidst astoundingly difficult circumstances, for the cause of truth, and has left, as the result of an untiring industry and a marvellous power of organization, a collection of the raw materials of history which, by their variety and their value, form one of the noblest monuments of human achievement. Many of Mackenzie's materials are of no value; but there are numerous others, on the other hand, of priceless value. The fields in which he worked and gathered the materials have been exploited more scientifically and with better financial equipment; and the materials have lost much of their value by the later acquisitions of the Archaeological and other departments; but even today Mackenzie's collections contain material not obtainable elsewhere and there are many matters not likely to be available even to the most finely equipped of modern scientific bodies, which were available to him. As a store-house of historical data the *Collections* is even now indispensable for the student of South Indian history.

Col. Mackenzie was a native of the island of Lewis I. Nothing is known of his parents and of his early life. He first becomes known as a scholar employed by the then Lord of Merchistoun, a descendant of John Napier, the inventor of English Logarithms, who was writing a book on his ancestor, to collect materials illustrative of the proficiency which the Hindus had achieved in Mathematics in general and Logarithms in particular. Lord Merchistoun died before accomplishing his task; but Mackenzie, who must have been very young then and who seems to have devoted himself to the unusual line of oriental research from early life, obtained, thanks to the endeavours of another patron of his, Lord Seaforth, the post of a Cadet of Engineers in Madras under the East India Company. He came to Madras in 1782, in the midst of the wars with Haidar, with introductory letters to the Governor, Lord Macartney and to Mr. Alexander Johnston, the son-in-law of Lord Marchistoun, who was then employed at Madura. Mrs. Johnston was a highly intellectual lady who was engaged in completing the task which her father had left incomplete and had gathered round her a number of Brahmanical scholars who could co-operate with her in her worthy and self-imposed work. At her instance Mackenzie was posted at Madura. There is no doubt that the very cause of Mackenzie's coming to India, his acquaintance with Brahmans and his plans for collecting materials for re-

* The materials for this article are taken almost entirely from introduction to H. H. Wilson's Descriptive Catalogue of the Mackenzie Collection.



search, were inspired by the family of the talented nobleman patronised by him so early in his life. For 38 years Col. Mackenzie was to labour, in the midst of his official duties, for his cherished object.

For the first 13 years of his official career, that is, from 1783 to 1796, when he was a subaltern officer attached to the Company's military and engineering service, Mackenzie had not much time to spare for the collection of historical MSS or materials. Employed in various districts—Coimbatore, Dindigul, Chengleput, Nellore, Guntur, Mysore, the Ceded Districts and Ceylon—and transferred frequently from camp to camp and duty to duty, he had no time to utilise the opportunity afforded by his acquaintance with these regions. Writing to Sir Alexander Johnston in 1817, he says: "The first 13 years of my life in India, may be fairly considered as of little moment to the objects pursued latterly in collecting observation and notices of Hindu manners, of geography and of history; with every attachment to this pursuit, to which my attention was directed before I left England and not devoid of opportunities in India, yet the circumscribed means of a Subaltern Officer, a limited knowledge of men in power or office and the necessity of prompt attention to military and professional duties, could not admit of that undeviating attention which is so necessary to the success of any pursuit, at all times, much more so to what must be extracted from the various languages, dialects and characters of the Peninsula of India." Mackenzie goes on to observe that he had no time for the cultivation of the languages owing to the political situations of the period or for the examina-

tion of the objects that could have been examined from the Krishna to Ceylon.

With the year 1796, when Mackenzie returned from the Ceylon expedition, there was a new epoch in his career both official and scholarly. Even then an accident, as he himself gratefully and nobly acknowledges, was responsible for his capacity to utilise his opportunities. This was his acquaintance with a young and enthusiastic Brahman scholar named C. V. Boria. This scholar, one of the forgotten heroes in the romance of Indian historical investigation and scholarship, who, in an age when orthodoxy would have regarded the mere thought of collaboration with a Feringhi as a crime and a pollution, suppressed his prejudices, rose above the common weaknesses of his community and threw himself heart and soul into the schemes propounded by Mackenzie, was skilful enough to obtain a number of votaries of different castes and sects for the purpose. Boria served Mackenzie for seven years and then died a premature death, but he left a school of quiet and earnest Pandits to carry out the desires of the Colonel, one of whom was his own brother. Col. Mackenzie never forgot that he owed his introduction 'into the portal of Indian knowledge' to young Boria. "Devoid of any knowledge of the languages myself, I owe to the happy genius of this individual, the encouragement and the means of obtaining what I so long sought." Mackenzie's schemes required the knowledge of 15 dialects and 24 scripts, some of which were obscure, archaic and obsolete. The times were such that he could not get information even about Sanskrit in his early years. But, "from the moment the talent, of the lamented Boria," he says,

"were applied, a new avenue to Hindoo knowledge was opened, and though I was deprived of him at an early age, his example and instructions were so happily followed up by his brethren and disciples, that an establishment was gradually formed, by which the whole of our provinces might be gradually analysed on the method thus fortuitously begun."

We have not got any materials which enable us to say what Mackenzie did in the furtherance of his favourite object during the three years which followed his acquaintance with Boria. His official works concerned chiefly the preparation of maps and geographical surveys of the Mysore, Hyderabad, etc, which were however not carried to the logical perfection owing to the frequent transfers and the triumph of the policy of economy at any cost. Before 1799 however Mackenzie obtained a copy of the official *dufter* of the Dakkan in its provincial and even minuter divisions and translated them from the Persian. He also obtained certain MSS. of authority which gave larger details about the Dakkan history than those available from Thevenet and Tavernier and Bussy's sketches of marches which alone were available in those days. This was the first item in the extensive programme which was to follow in the subsequent years.

On the fall of Seringapatam in 1799, Col. Mackenzie was appointed by Lord Mornington to make a geographical survey of Mysore so that a more correct knowledge of the territories acquired during that war might be obtained. Col. Mackenzie was able, with his small establishment, to plan a survey which embraced the statistics, his-

tory and geography of the country which was till then not well known. The enthusiastic savant had no little difficulty in his task. No sooner did he survey the northern and eastern part than an order was received from the Directors, who cared only for economy and nothing else, disbanding the small establishment of three assistants and a naturalist which had been granted to him. Much of the work, particularly in the field of natural history which the Colonel had decided upon side by side with the survey, had in consequence of this to be abandoned. Mackenzie however persevered with his limited facilities till 1807 and completed the geography of Mysore comprising 40,000 square miles, besides gathering a substantial amount of historical and statistical material. Most of the materials gathered during this period, together with some general and local maps, were sent to England in seven folio volumes. The historical materials gathered in Mysore did not only throw light on the history of that country but gave sidelights on the history of the plains.

On the conclusion of the survey of Mysore, Col. Mackenzie was appointed to the post of Surveyor-General for Madras. The War in Java however intervened at this stage and Col. Mackenzie was ordered to accompany that expedition. Besides contributing professionally to the military successes that characterised that war, Col. Mackenzie pursued his self-imposed task of the savant and collected many books and documents illustrative of the history of that part of the world. The Batavian Society had already been engaged in the field of research and he, with characteristic zest, contributed much of value to its transactions. He wrote on this

occasion an account of the visit to the magnificent ruins of Prambanam in Sumatra. He is also said to have addressed during this period a number of communications to the Government of India at Calcutta. These are bound to be of high value, but as Wilson points out there are no traces of these, either in the papers of the Colonel or the Calcutta Government.

In 1815 Col. Mackenzie rejoined his duty as Surveyor-General at Madras. He did then for the Ceded Districts what he had done for Mysore, the result of which was incorporated in Arrowsmith's Atlas. But all the while, he went on incidentally collecting papers, books, inscriptions, etc. both in the Ceded Districts and other parts of the Peninsula through Indian agents.

In 1817 Col. Mackenzie was transferred to Calcutta as the Surveyor-General of all India. It was of course an official promotion; but the Colonel had a great difficulty in connection with his antiquarian collections. His agents and assistants were mostly Brahmins of the south and they were unable to follow him to Bengal, both owing to their unfamiliarity with the country and to the expenses that would necessarily result from such a migration. A few—the head Brahman and the Jain translator being the foremost—showed their personal appreciation of the Colonel by reconciling themselves to the troubles and accompanying him to Calcutta. The Colonel was deeply thankful to them; for all his hope was now concentrated on preparing a condensed view of the contents of his collections, a Catalogue Raisonné on the same, and translation of the more important of the materials; and he expected substantial help from them.

It is sad to think however that Col. Mackenzie was not able to do much after his transfer to Calcutta. The exigencies of service and the misfortunes of his Indian helpers interfered with the prosecution of his favourite design, and his death in 1821 closed all avenues for the enterprise.

The manner in which Col. Mackenzie worked is thus described by Wilson: "Through a considerable part of his career he may be said to have collected them (the materials) in person, visiting in the course of his surveying operations almost all the remarkable places between the Krishna and Cape Comorin, and being accompanied in his journeys by his native assistants, who were employed to take copies of all inscriptions, and obtain from the Brahmans of the temples, or learned men in the towns and villages, copies of all records in their possession or original statements of local traditions. When not himself in the field, Col. Mackenzie was accustomed to despatch his principal native agents to prosecute similar enquiries, furnishing during their absence either in English or their own language to be subsequently translated, reports of their own progress. Their personal expenses were in general defrayed by the department to which they were attached, but all extra expenditure, and the cost of all purchases, were defrayed by Col. Mackenzie himself. The outlay thus incurred probably exceeded a lakh of rupees, which sum has been liberally sanctioned by the Court of Directors for the purchase of the documents." Wilson goes on to observe: "By the means thus described a collection was formed at a considerable cost of time, labour and expense, which no individual exertions have ever before accumulated or probably will again assemble. It is

composition is of course very miscellaneous, and its value with respect to Indian history and statistics remains to be ascertained, the collector himself having done little or nothing towards a verification of its results. This indeed cannot be successfully attempted by any single individual, as a familiarity with 14 languages and 16 characters can scarcely be expected from any one person. It is the more to be regretted that Col. Mackenzie did not live to execute some connected view of the principal facts his collection furnishes, whilst he commanded the aid of the agents by whom it was formed, who under his superintendence had learned to feel a lively interest in their task, who had acquired a knowledge of the leading results which it were in vain to look for in any other natives. . . ."

Col. Mackenzie himself tried during all these years to place the historical lessons of a few of his collections from time to time in the pages of the three journals—*Dalrymple's Oriental Repertory* (Vols. I and II), *Asiatic Annual Register* for 1804 and *Asiatic Researches* (Vols. V, VI, and IX). In the first of these, Mackenzie wrote four articles—one on the construction of a map of the road from Nellore to Ongole, another on a similar work in connection with the road from Ongole to Innakonda and Bellamkonda; a third, describing the celebrated tank at Kambam in Kurnool district; and a fourth describing the source of the Pennar river. In the *Asiatic Annual Register* (1804) he wrote an account of the life of Haidar Ali Khan, a history of the Rajas of Anagundi or Vijayanagar, the 'Marda Gooroos' and the 'Batta Rajas'. In the *Asiatic Researches* he has described the temple at Srisailem, the antiquities of West and South Ceylon,

the Jain monuments and establishments in South India and the translations of several inscriptions. The contribution of Mackenzie to the history of the Jainas was very valuable as he was practically the first scholar to point out their place in the evolution of the religions of India. Col. Mackenzie's great ambition was, as has been already said, to compile a *Raisonne* catalogue of all his immense collections. Sir Alex. Johnston, always his friend, pressed upon the Court of Directors to give leave to the Colonel so that he could retire to England and arrange his materials with the assistance of European scholars. It was just at this moment that the great man died. He was then sixty-eight years of age.

When Col. Mackenzie died he left his magnificent collections and his proteges uncared for. His successor had no antiquarian taste and it seemed that all the labours of the great scholar would go unrecognized. At this stage Sir Alex. Johnston persuaded the Directors and the Governor-General, Lord Hastings, to purchase the whole collection for a lakh of rupees. The collection remained however unutilised for years till H. H. Wilson offered his services to the Supreme Government to examine and report upon the materials, that is, to do what Col. Mackenzie had failed to do on account of his fatal ill-health. The collections were then handed over to Wilson. Already the Indian agents of Mackenzie had prepared some catalogues of the collections and these were now organized into a corpus by Wilson after a thorough revision and re-examination, into a catalogue which was published in 1828, under the auspices of the Government. Wilson's *Descriptive Catalogue* (which was re-printed in a single volume by Messrs

Higginbothams, Madras, in 1882) gives an excellent analysis of the Mackenzie MSS besides summarising in the introductory portion the salient historical facts they disclose. Wilson's survey of the literature, religion, and history which includes the history of the Pandya, Chola, Chera, Kerala, Kadamba, Ballala, Yadava, Chalukya, Andhra, the Reddis of Kindavidu, the Gajapatis of cuttack, and Vijayanagar and the States which came on the basis of its ruins, is a masterpiece in its own way, an excellent resume of the historical matter which can be gleaned from the collections, though, of course, only very broad and general facts are given and no intensive effort has been aimed at.

Meanwhile, an unfortunate thing had taken place before the appearance of Wilson's Catalogue, which the students of history in this presidency cannot but genuinely regret; and that is, that between 1823 and 1825 a large number of the Collections the portions in Sanskrit, Arabic, Persian, Javanese, and Burmese in addition to numerous plans, coin, images, sculptures and translations of several MSS volumes were sent away to England. All these volumes, I believe, are in the Library of the India office. The volumes and tracts in Indian languages (Tamil, Telugu, old Kanarese, modern Kanarese, Malayalam, Mahratti, Uriya and Hindi), as well as 225 local tribes and three folio volumes containing about 8,000 inscriptions, were placed in the Madras College Library in 1828.

From this time onward the fortunes of the Indian section alone are traced here. In 1830 the Madras Literary Society asked Government to transfer the Collection which had fallen into confusion in the meanwhile, to its charge. The Society intended to

select and publish the more valuable portions of the Collections, e.g. the Jaina works and inscriptions, at the suggestion of Pandit Covely Venkata Lakshmayya. Government sanctioned the arrangement but the Collections remained, for some reason, unutilised even after the transfer to the Literary Society's Library. In 1836 Pandit Lakshmayya revived the proposal of continuing Col. Mackenzie's work. The Madras Government submitted his offer to the Supreme Government and the latter in turn referred it to the Asiatic Society at Calcutta. The latter questioned the Pandit's qualifications and suggested the name of Rev. William Taylor, an oriental scholar of some reputation, for the thorough examination of the Mackenzie records and for the publication of such papers as he might select for the elucidation of Indian history, science, philosophy, religion, customs, etc. Government accordingly appointed Rev. Taylor on an allowance of Rs. 400 per mensem for him and a small establishment, to examine the Mackenzie MSS (of Madras section) and publish the valuable matter available therein.

Rev. Taylor completed the *Raisonne Catalogue* in two bulky volumes after a labour of 14 months from July 1837 to September 1838. He published five analytical reports in the *Madras Journal of Literature and science* (Vols. 7 to 10). Taylor found many MSS fading, some irrevocably lost and some mutilated and removed in part or as a whole. He prepared fresh copies at his own expense, of a large number of MSS in five big folio volumes—which may be seen to-day in the Oriental MSS Library, Madras.

The recommendations of Rev. Taylor for publication of select records did not bear fruit. The *Collection* was once again neglected. In 1847 it was retransferred from the Madras Literary Society to the "College Library." In 1858 it was once again brought to prominence in connection with the East India House and Browne *Mss.* The Government of Madras ordered a fresh *Raisonne Catalogue* to be prepared and the result was the third volume of Rev. Taylor's *Raisonne Catalogue*. It is a classified and fuller epitome of the collection than that originally prepared by him.

The collection has ever since been lying in the Government Oriental *Mss* Library and utilised by Indian scholars. It contains

about 8000 *Mss*, but one *Mss* often contains more works than one. Stray publications of individual records have appeared in the press. Full reference has been made in the various District Gazetteers; numerous articles have appeared in newspapers; special tracts and *Mss* have been published and translated; but no systematic attempt has been made to publish the Collection as a whole. Sir Walter Elliot made once a futile proposal to that effect. The growth of the Archaeological and Epigraphical Departments, and the awakening of the pride in vernacular literature, have nowadays made the Mackenzie collections less valuable in the present day. But there is still a considerable amount of untapped material.

LOVE'S CYCLE.

From seeds of Love spring flowers of Light!
 From seeds of Light spring flowers of Life!
 From seeds of Life spring flowers of Joy!
 From seeds of Joy spring flowers of Sense!
 From seeds of Sense spring flowers of Beauty!
 From seeds of Beauty spring flowers of Truth!
 From seeds of Truth spring flowers Divine!
 From seeds Divine spring Love and all!

K. V.

ENGLISH GRAMMAR.

BY

K. NARAYANA RAO, B.A. MEDAK, HYDERABAD.

As one pledged to revolutionize the prevailing system of teaching English in our schools which has crippled our innocent school population intellectually, I have chosen as the theme of my article, English grammar, which is engaging the attention or educationists in the east as well in the west. In imitation of the west, grammar has been generally neglected for over twenty years and educationists have begun to realise that the falling off in quality is mainly due to this long-continued neglect. At the same time, we have another school of educationists who opine that it is due to too much of grammar and to neglect of the Direct Method. Here it is worth noting that, in spite of the widespread discontent, no serious efforts have yet been made to tackle with the problems of English teaching beyond vague expressions of appreciations or condemnation of grammar and direct method. Entering into the topic with the light of our experience aided by available side-lights, we shall find that there is no clear conception of the nature and scope of English grammar.

Coming to language, we see that it consists of words and their combination into sentences, but what really constitutes language is not mere words but the handling of words. Hence, understanding a language means understanding the interaction of the values of word upon word in the combinations in which we find them, and this in English comes from a clear knowledge of the structure of the sentence, that is, the arrangement of words, and the relation and concord

etweben them in the sentence and the principles underlying the structure constitute grammar. This consideration leads us to conclude that grammar has nothing to do with independent words but only when woven into a sentence. These combinations or language formulae are acquired by imitation, and grammar, then, reduces itself to this: how do the best writers and speakers use the words? and this knowledge is gained not from a grammar book but direct from the language itself by intelligent observation and imitation. From this we may conclude that a correct form of the language is one in conformity with the language-sanction, and a wrong one is a deviation from it and that our aim ought to be to attain to the accepted standard. But often we come across such expressions as "He is good in English, only he makes grammatical mistakes" and this contradiction in terms is due to the conception and teaching of grammar as apart from the language. Here we may note that any grouping of words not in conformity with the language sanction in all its aspects is ungrammatical and that to say 'the house in that I live', 'I do fond of milk', 'I comes tomorrow', or 'I put the book table on' is as grave a language error as to say 'cat' 'mat', and that the deterioration in the standard of English is mainly due to this misconception of grammar.

From the above considerations it follows that teaching grammar means teaching correct language and since our aim is correct language, grammar must be resorted to from

the beginning, not in the traditional mode of following the book-order but according to language needs, with a view to initiate the child into the language structure. For example, since the sentence is the unit of thought we have to begin grammar with the first rule of syntax. Grammar cannot be looked upon as a water-tight compartment, each feature coming into play at a certain appointed point of time but must be rendered elastic so as to meet any demands made upon it and any fixing of the portion to be dealt with in each class must necessarily depend upon the language-needs of the book and the concentric system has to be adopted from the very beginning. Grammar, as it is taught, is looked upon as a distinct branch of learning with no bearing on the shaping of the language. The one expedient by which all grammar can be taught irrespective of book-order is parsing but the nature and purpose of parsing has been ignored, and it has been stereotyped into a mechanical process and looked upon as an accomplishment to be achieved at a higher stage. Again, we are constrained to remark that analysis which is merely a tool, a process employed to show how the parts of a sentence are connected with one another and to disclose their bearings on one another has been brought under grammar and looked upon as a feat to be accomplished at an advanced stage. As a process calculated to create insight into the structure of the sentence and thereby to bring about a clear realisation of the significance of the sentence, analysis must begin where language begins. But curiously enough, instead of teaching by analysis, the teacher is made to teach analysis and that at an advanced

From what has been said it follows that the teacher must have a sound knowledge of the grammar and that he must be able to deal it in agreeable doses to meet the needs of the moment. In conclusion we cannot fail to realise that our outlook of grammar is radically defective and stands in urgent need of a thorough overhauling.

With these data for our guidance, let us briefly survey the scheme of grammar-study recommended for the Madras High School Course with a view to examine how far it is calculated to improve matters. The first impression that comes after a perusal of the scheme is that no grammar is taught below the high school stage and that analysis, the open sesame to all stores of knowledge is not made use of in explaining the language but only treated as a separate branch of knowledge from IV form onwards. This procedure seems to have been based on the misconception that grammar has no place under the Direct Method. Neglect of analysis necessarily means neglect of synthesis. Another outstanding feature of the scheme is the relegation of syntax to V and VI forms, which makes plain that any kind of language is admissible below that stage. The parsing of words which, as at present treated, serves no purpose, is an unnecessary imposition on V and VI forms. Thirdly, the recommendation of the use of the full-stop, mark of Interrogation, Apostrophe, Quotation marks and the use of capitals in IV form throws sufficient light on the quality of English work done below IV form. Again, a knowledge of the normal order of words which is the very essence of the structure of English, is consigned to the top-most class whereas it should be the

There is also a misconception in the scope of grammar in that the interchange of direct and indirect forms which is purely a matter of language is still treated as part of grammar. This feature of the language may be easily attended to from I form onwards. We may also note that there is no conception of the language as an organic whole.

From the foregoing observations it is evident that there is no improvement on the traditional conception and treatment of grammar and this suffices to account for the deterioration in the standard of the language, to say nothing of the confusion caused by the misconceived direct method and by other influences. All this brings home to us the necessity of keeping in close touch with progressive thought in education within and without.

* These who may wish for more light on the topic are advised to refer to the book on the teaching of English in Indian Schools, priced at 12 annas and available from the Secretary, South Indian Teacher, Madras.

THE S. I. T. U.

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Receipts (subscriptions and affiliation fees).			Charges.		
	Rs.	A. P.		Rs.	A. P.
Opening balance...	17	8 3	Postage ...	4	15 0
Mr. B. Panigrabi, S. R. M. School, Dharakota ...	1	0 0	Magazine a/c (loan) ...	40	0 0
Teachers' Association, Nuzvid ...	8	0 0	Social to Mysore Educational workers ...	2	4 0
District Teachers' Guild, Salem ...	15	0 0	T. A. to delegate, educational workers' conference Kangeri ...	10	0 0
District Teacher's Guild, North Arcot ...	15	0 0	Printing S. S. L. C., syllabuses ...	19	0 0
Mr. K. Raja Rao, B. H. School, Pulivendla ...	2	0 0	Closing balance (a) Stamp ...	0	1 0
Mr. N. R. Raghunathachariar Maharajahs' College, Vizianagaram ...	2	0 0	(b) Cash ...	4	9 4
Teacher's Association, L. M. H. School, Gooty ...	4	0 0			
District Teachers' Guild, Guntur ...	15	0 0			
Mr. R. Sitarama Aiyer, Kattuputtur ...	0	8 0			
Interest for the half year ...	1	1 8			
Total ...	80	13 4	Total ...	80	13 4

V. RANGASWAMI,
Treasurer.

SCHOLASTIC ATMOSPHERE: ANCIENT AND MODERN.

By

K. Krishnamachariar, B.A. L.T.

It has almost become a fashion of the day to shed a pious tear or two over the ideals of ancient Gurukulas and a few bitter tears over those of our present day schools. In some quarters it is seriously suggested at times that we must go back to the ancient days and rebuild our Educational systems on those models. Our critics forget that the society of those remote ages was far simpler than what we have to-day. And we have so far advanced, that a return is quite unthinkable in our modern conditions of life.

The teachers of those days believed that the atmosphere of the family and the society was detrimental to the education of the child and consequently he was removed from home at a very young age and kept away from the bustle of work-a-day life. In the calm atmosphere of the forest uncontaminated by the stress and struggle of the common man, he was brought up for a decade or two, until a type of character was formed and deeply rooted in him. When the teacher or Guru was satisfied that there was no danger of a break-down of the character of the pupil in any conflict with the conditions of his later life opposed to those of his life in the surroundings of the forest home, he was given permission to return to the home of his parents, and assume his social and civic responsibilities.

But to-day, our Educationists believe in Education given to the pupil in his natural surroundings. The influence of the home and the society must be kept in tact, and

education must adjust itself to the needs of the home and the society as well. An atmosphere far from the home and the society is considered artificial, and hence not quite healthy for the bringing up of the social man. "To fit the child for life" is the slogan that influences our present day ideals; life is supreme and the child must fit himself for it. In other words, where life and child do not agree, the latter must yield. On the other hand, the ancient ideal was "to fit life for the child," and it implied that the child was supreme and he could turn the course of life wherever it did not agree with him. In smaller and simpler societies of the ancient days, it was perhaps practicable and hence was consciously developed.

Again, the ideals of education in those remote days were moulded mainly on the lines of "everything of something" and "one thing at a time," whereas ours are mostly determined by "something of everything" and "all at a time" at least for the major part of the pupils' career. Naturally the pupil was then under the influence of a teacher for a number of years, before he could think of a change to another. Even this change was guided by the teacher. In many cases, there was no change of the teacher at all throughout the educational career. Hence the influence of the teacher on the pupil was very real and of permanent character. Besides, the life in the teacher's home, like one of his household was conducive to a bond of affection, inconceivable today.

As against this, let us see what we have. A variety of "subjects" is to be taught every day; and consequently a change of hands every hour, or a fraction thereof, is inevitable. At this rate a student has to pass through the hands of at least a score of teachers, before he completes his secondary course. And the teacher, once passed over in a lower course, is rarely come across in a higher course; so far as the pupil is concerned, the teacher ceases to be a living force, and becomes something like a milestone in a tourist's journey never again to be cast eyes upon. Thus the influences of the score of teachers on the pupil, act and react upon one another, and the pupil, in nine cases out of ten, emerges out of the hands of the last teacher just as he entered into those of the first with merely the effect of the influences of the family and the social circles in which he lives and breathes. Couple with this our present day social, political, economic and communal turmoils, and you have a correct picture of the present day pupil—a helpless and pathetic soul vainly struggling to find a solid rock to stand upon, beneath the forceful current of a complex life threatening to upset his balance and carry him away in the merciless floods, whithersoever they are pleased to move. This in the case of the pupil who is conscious of himself as an entity. But the generality of the student world is not so conscious. It simply moves on without end or aim, and in many cases it is doubtful whether it is conscious of the move at all. All this is because of the want of permanent influence of the teacher on the pupil.

Now let us see what the present day teacher himself is, as contrasted with the

Guru of the ancient days. The Guru kept himself in an atmosphere of his own creation. The character of a Gurukula was the direct outcome of the character of the Guru. He was not bound to admit into his home an element which might disturb his atmosphere. Any disturbing factor discovered later on he was at liberty to expel. He had no need to bow down. The parent or any other agent had not to dictate to him what he should or should not teach in his Gurukula. In other words, his wares were on exhibition, and seekers of knowledge had only to choose among what he had to offer; or at times there was not even the question of choice at all. He alone had the initial and the final say on the question of the finish of the educational career of his pupil. For the Gurukula the state did not exist; if it existed at all, it was only to extend its protecting hand over it.

Besides, the wants of the Guru were few, and were easily fulfilled; the pupils heartily contributed their own share in their fulfilment, by way of loving. Now our present day teacher is as much a social man as any other individual. His wants are as many as those of any other member of the society. He cannot escape the forces of social currents; he has to swim through or be swept away by them. Being a member of the complex society, he has only the same morality as any other member has to his credit. He is swayed by the same motives or impulses as others are.

Several higher authorities there are to which he has to submit such as the state, the management, the parent, and so on. He has no voice, exclusive or inclusive, in the framing of the courses of instruction or in the final judgment of his pupils' fitness for

advance from a definite stage to another. Admission or withdrawal of pupils in his class is done over his head. Naturally his soul cannot be in his work. His work is an artificial frame into which he gets for a time; and he comes out of it with a sigh of relief, when the time is over.

One other factor that determined the ancient ideals is now to be considered. The ancients believed in an all comprehensive Literary Education for the classes, and only a cultural Education for the masses. They had no faith in literacy as a panacea for all social ills. The cultural education for the masses was sought to be imparted by rituals, social and religious; by temples and their festivals; by recitals of stories, historical

and mythical, from the epics; by organising and conducting spectacular Bhajanas of devotional songs; by enacting on public stages scenes from the lives of godly souls handed down from generation to generation. Hence the need for literacy was reduced to a minimum and the classes of the Gurukulas were within limits of easy control.

But to-day we believe in universal literacy, at least to the standard of mastering the three R's; and our masses cannot therefore be shut out from our systems of education. Our classes are bound to be unwieldy at least for a long time to come.

How then can we speak in the same strain of the atmosphere of ancient Gurukulas and that of our schools to-day?

S. I. T. U. PROTECITON FUND.

(List of members—continued).

326	Mr. R. Krishnamoorthy Rao	... Asst. & Drill Master, V. M., High School.	Bodinayakanur.
327	„ K. Rangaswamy Iyengar	... Headmaster, Hindu Theological High School.	Madras.
328	„ R. S. Subramanya Iyer	... Asst. Hindu Theological High School.	Do.
329	„ G. A. Srinivasan M.A., L.T.	... Asst. Prof. Presidency College,	Triplicane.
330	„ S. Govindaraja Rao	... Head-master, Sama Rao's Elementary School.	Do.
331	„ S. Neeroji Rao	... Asst. Corporation Boy's School	Kosapet.
332	„ R. V. Srikanta Iyer	... Asst. Board Middle School	Perundurai.
333	„ S. Somasundaram Pillai	... 6th Asst. Rajah's High School	Sivaganga.

19th September 1929.
MADRAS.

S. M. RAO,
Secretary.

EDITORIAL.

Revised S. S. L. C. Course :—

Government have approved of the decision of the S. S. L. C. Board that the revised course shall come into force from this academic year. Copies of syllabuses have been received by head-masters of high schools and we are receiving complaints that the syllabuses are still heavy and that the strain on the pupil will be great. One point in the general scheme which causes uneasiness to the management is the retention of Manual training under group B. As the revised scheme stands at present, instruction in manual training is expected to be given to all pupils throughout the high school course. It may be that instruction in manual training is very desirable. But the managing bodies feel that schools will be able to do very little if special financial help be not extended to them. The initial outlay on buildings and tools, and the recurring expenditure year after year will be found to be beyond the capacity of most of the managing bodies. Teachers feel that this provision regarding Manual training will become a dead letter if the department should choose to follow the policy of splendid isolation. We should like to know whether the department is aware of the financial implications of this proposal. We shall be glad to learn that the department has definite proposals on hand and has persuaded the government to provide an adequate amount in the budget for the year 1930-31. If funds cannot be found, it is better to delete the item. The public should not be asked to believe that the importance of Manual training has been recognised merely by assigning a place to it in the scheme.

An important modification of the original proposal is the inclusion under group A of "History of England". There is one section of teachers who feel that this will add to the burden of the pupil and that the scheme may prove workable and satisfactory only if the optional group be deleted. The syllabus in Elementary science will be found to admit of still further lightening and there is difference of opinion in regard to details under the topic of Physics in Elementary science. We should like in this connection to invite the attention of our readers to the extracts from the report of the committee appointed by the Prime-minister of Great Britain some time back, published elsewhere. Teachers should however realise that syllabuses are after all intended to indicate the scope of the course in each subject and it is not desirable that we should be pulling up the plant constantly by its roots. Let us make an honest attempt to give effect to the scheme and take care to record the difficulties that confront us in its actual working. If the considered opinion of the teaching profession, based on actual experience should point to the need for a modification of the scheme, the S.S.L.C. Board will be certainly prepared to accept the view of the profession.

Another question that should be considered at this stage is that of **eligibility**. The Academic Councils of the Universities in the Madras Presidency are given the power to formulate the rules of eligibility. We do not know whether all the universities will be willing to act together and to adopt one uniform rule. Teachers would like to know

the number of divisions for which separate minima will be prescribed and the percentage of marks required of candidates in each division. We feel that, in fixing the percentage of marks, the responsible authorities should bear in mind that the secondary school course is a general course and that pupils cannot be expected to be equally proficient in all the subjects included in the course.

We understand that the South India Teachers' Union has under contemplation a scheme of Refresher courses in Natural science, Geography, etc., and that it has requested the Director to help the union in organising the same. The necessity for such courses will be certainly admitted and we hope the Department will be willing to do all it can so as to enable the Union to make the refresher courses really useful.

The Grant-in-aid Code.—

We are yet to hear what action is proposed to be taken on the recommendations of the special officer appointed by the Government to report, among other things, on the lines in which the existing grant-in-aid code should be modified. It is unfortunate there should have been such an inordinate delay in the consideration of the report of the special officer. The Government will do well to publish the report of the special officer so that the public and managing bodies may know how the question of aid has been attempted to be solved. This delay is interpreted as indifference on the part of the Government to the education of more than a lakh of pupils in aided secondary schools. Managing bodies who have come to regard this delay as a normal feature of the Government cannot be expected to be enthusiastic when attempts are made to introduce a new scheme

or to improve the existing system of education. That is why we feel that the inclusion of manual training will cause a good deal of embarrassment to them. The responsibility of the Government does not stop with repeating the slogan of "half the net-cost or two-third of the net-cost." No responsible member of the Government has till now cared to explain to the managing bodies what difficulty there is in getting the grant-in-aid code suitably modified. There is no one in the Legislative Council, who can heckle the minister for education on this point. The main cause for the insecurity of tenure of service of teachers in aided schools is lack of finance, and the teaching profession will be justified in holding that the Government is the chief agent responsible for this deplorable condition inasmuch as it has not cared to give any attention to the question of the grant-in-aid. The disastrous consequences of such a policy of inaction have been brought to the notice of Government time and again. What did Sir Henry Stone, a former Director of Public Instruction say! "There is hardly any non-mission school, the finances of which are on an assured and permanent basis. They therefore live from hand to mouth, underpaying their teachers, touting for pupils, economising disastrously in buildings and equipment and such essential matters of recurring expenditure as laboratory necessities and stationery. Secondary education is consequently carried on at a decidedly low level of efficiency, and while the number of pupils undergoing it steadily increases so that schools are nearly always over-crowded, the quality of instruction, particularly in the lower classes, is often deplorably poor." The man on the spot whose view is supposed to carry great

weight with the Government has expressed himself in no ambiguous manner. Our ministers want to make us understand that under the reformed Government, they enjoy plenty of freedom to adopt measures calculated to promote the progress of the people. Can our minister for education tell us that they have paid heed to the views of experts and taken steps to remove the defects? A valuable opportunity presented itself to the present minister for education when Madras had a windfall in the form of remission of the contributions by the Government of India. Any minister who is keen on finding a solution will have jumped at this opportunity and made strenuous efforts to secure an adequate amount so as to meet the special requirements of aided schools. Where there is a will, there is a way. Is there a will to act at all?

Spirit of Co-operation.

We regret to learn from the Secretary of the Journal Committee that some of our subscribers refuse to take copies of the journal ordered by them. A few subscribers continue to receive the copy for a time but take it into their heads to refuse the same when subscription is demanded. Some subscribers there are who have allowed the subscription to fall into arrears. The work of the journal is carried on by honorary workers and unless the subscribers who are interested in the journal heartily co-operate with the Journal Committee, it will be difficult to run the journal along efficient business lines. A subscriber who keeps the subscription in arrears will indirectly be a party to the delay in the despatch of copies to a large number of subscribers.

The office takes great care to satisfy itself that the copies are despatched to the

subscribers in time but there is reason to fear that the copies are not delivered to the concerned subscribers since the address is not given in some cases accurately. We would appeal to our subscribers to write to the Secretary in case they do not receive the issue for the month before the end of that month.

Our readers may be aware that the All-India Federation of Teachers' Associations will be holding its conference this year in Madras. All particulars relating to that conference will be published in our journal from time to time. Teachers' associations and institutions in our presidency, which have not yet subscribed for a copy will do well to become subscribers at once so that they may be in touch with the progress of the arrangements for the conference. The Secretary of the Journal Committee has, we understand, furnished the Secretaries of District Teachers' Guilds, with a list of schools and associations whose names are not found in the list of our subscribers. Is it too much to expect a school or an association to subscribe for a copy of our journal which is acknowledged to be the journal of the teaching profession? We do not think that great persuasion is necessary and we request the secretaries to give them the necessary particulars.

The Call of the country :—

Sirdhar Vallabhai Patel is pre-eminently a man of action. His intimate acquaintance with the life of the people gives him a special claim to speak with authority on what is needed for the country. The appeal which he has made to the Brahmins in his speech at Trichinopoly is a clear proof of the great interest he has been taking in the study of the problem of rural reconstruction

The policy which the Government has chosen to adopt in respect of recruitment and promotions is well known to all and a feeling of intense dissatisfaction has come to prevail particularly in the educational services since the claims of officers who have a good record have been ignored on considerations other than fitness, and seniority. These officers feel they have no remedy and should submit to the inevitable. Even this present policy of the Government may have a virtue and we hope it will be an eye-opener to the large number of graduates, who are making herculean efforts to get a place in the public service. Let them think over the observations of our Sirdhar and judge for themselves what their plain duty is: "After all, if the Brahmins have come to believe that they have no openings left except the services or the legal or the medical profession, where is the superiority? The openings are being closed before your eyes. Graduates are turned out like the double crop of your irrigated area twice a year. What are you going to do with the thousands of young men trained in these colleges and universities? There is not enough place or space for you. The only alternative is to find out other openings. After all you claim superiority of brain and intelligence. . . . The privilege and the honour of training and imparting learning to the masses and classes of this vast land was yours. To-day the country is soaked in ignorance. Your young men are not prepared to go to the villages among the ignorant folk and give them light. . . . Take charge of your former place of honour and position." We hope our youngmen will try to understand the significance of the observations quoted above. A change of mentality is needed and if that can be

brought about, the unseemly manifestation of communal feeling will disappear and public life will become purer. It is clear that public services can absorb a limited number of young men and we therefore feel that the remarks of the Sirdhar should receive the earnest attention of all educated men, Brahmins and non-Brahmins alike.

* * *

Women's education in the Madras Presidency.

The publication of the report on the Development of Women's Education in the Presidency is an event of rather unusual interest and importance in the activities of the Department of Education during the year 1928-29. The report which is the outcome of a survey undertaken after the Conference of Women Officers held in 1927, deals with all the stages and grades of girls' education and contains a constructive programme for the development of girls' education for ten years. The aggregate cost of these proposals is estimated at Rs. 12 lakhs in the first year and rising gradually during each of the succeeding years, is expected to go up to Rs. 53 lakhs ultimately. Government, while recognizing the importance of taking adequate measures for the development of women's education in the presidency, observe that the proposals involve considerable additional expenditure, both recurring and non-recurring, and that they cannot, considering the limited nature of the funds available and the innumerable demands on such funds, guarantee that they will be able to finance the entire scheme in the next few years. We shall confine our criticism to the recommendations relating to elementary education.

The striking feature in the field of elementary education is the great disparity that exists between boys' and girls' education. This disparity is due to the fact that the importance of girls' education was little recognized in the early years and that in recent years all funds and energy were concentrated on boys' education to the great detriment of girls' education. The report therefore emphasises the need for taking vigorous steps for removing this disparity by the opening of a large number of girls' schools every year and by including the education of girls in all schemes for the introduction of compulsory education. It also suggests that local bodies may be required to devote a fixed percentage of its funds to girls' education and to maintain separate accounts for boys' and girls' education. Government appear to have called upon local bodies to send in their proposals as regards the minimum percentage that may be fixed. While no one can gainsay the fact that local bodies should spend a much larger proportion of their funds on girls' education, we should satisfy ourselves whether it is practicable or desirable to prescribe a fixed percentage or to maintain separate accounts. For one thing it would create separateness in a question in which there should be complete unity. Secondly, it may work against girls' education itself, as it may lead local bodies to treat the minimum fixed as the maximum, while the circumstances of the case require that all available funds should be spent on the object. While recognising the desirability of co-education in the early stages and the employment of women teachers for these grades, the report takes account of the situation and recommends that separate schools for girls should be establish-

ed wherever necessary. As regards staff, the report points out the need for the provision of increased facilities for training and recommends the opening of training school for women at several places in the presidency. It should, however, be pointed out that the mere provision of increased facilities for training will not, by itself, solve the problem of the supply of an adequate number of qualified teachers. As the report itself recognises, the conditions of service should be improved in several respects before we can expect an appreciably larger number of qualified women to join the teaching profession. The scales of pay, rates of teaching grant, method of recruitment and appointment and control, all need looking into. Prior to the transfer of education to the Provincial Governments, the Government of India had emphasised the need for providing several amenities to women teachers so as to make the teaching service attractive but unfortunately the war intervened and effect could not be given to those recommendations. Though the Resolution of the Government of India on the subject is still there, it remains a dead letter. It would be better if Local Governments examined the whole question in the light of the recommendations of the Government of India and carried out the needed reforms calculated to secure and retain the services of qualified women teachers. The report also recommends that 3750 girls' schools should be opened out of Provincial Funds, 500 in each of the five years and 250 in each of the last five years. The cost of the proposals in respect of elementary education alone is estimated to rise from Rs. 1.7 lakhs in the first year to Rs. 17.6 lakhs in the tenth year. This may look staggering but considering how important the development of girls' education is to national well-being, the minister for Education will have to ask himself if it can at all be grudged.

TOPICS FROM PERIODICALS

Organisation—the Way Out

In the course of an address to the Principals of secondary schools at Cleveland, Mr. Frank, D. Boynton, after praising the American organisation of teachers, demands of Teachers' organisations and of their members a greater interest in the politics of the country through effective organisation. He says, "what is needed is bigger and better teacher lobbies. Through our organisations and leaders, through state departments of education and other child welfare organisations, we should bring increasing pressure to bear on educational legislation. Too long have we left this great responsibility to those whose major interests lie in other fields. That is why education is to-day one of the most inadequately financed of any of the great public enterprises. That is why teaching is proverbially the most poorly paid of any of the professions But unless society can be led or driven into offering rewards for the training of its children more nearly comparable to those it is willing to pay to the makers of its automobiles it must expect to see a large portion of its finest teaching ability expending itself in business and industrial enterprise. Is not it a fair question, even if disturbing to the established order, to ask: Are these material things more important than the training of youth in which is wrapped up the general welfare. At present it would seem that the way out is through organisation, through the selection of leaders of ability and courage, and through the adoption of all legitimate methods which other interests and blocks have used successfully. Thus may we hope to hasten the day when bankers and manufacturers cease to draft the laws for the control of Public Education. We have been piously told that ours is a noble profession. Let us make it an effective one for the protection of its own interests and the interests of the youth entrusted to our care. Let us remember that when we entered upon the profession of teaching we did not lay aside a single duty, responsibility or privilege which other citizens enjoy Let us not be deterred from using them effectively by any cry of the "wolf", "wolf" from the camp of the interests.

(With acknowledgments to *The Journal of the National Education Association*.)

The Democratic Theory of Education.

"Libraries are educational institutions just as much as any others", says Everett Dean Martin, in the course of an address delivered at the fifty first annual conference of the American

Library Association, (reproduced in the July issue of the *Adult Education and the Library*.)

"The same great movement for universal education that created the public school, later created the library. The idea of the first was that there should be stimulated a demand for good reading, for knowledge of the wisdom of the ages. The idea of the second was that there should be some place where that demand could be supplied. Libraries, therefore, are a part of the educational system of this land. I want to discuss the phase of this subject which is most familiar to me, and that is adult education from the standpoint of its philosophy A hundred years ago, after the revolution of the eighteenth century, the humanitarians, the followers of Rousseau and Pestalozzi and, in our country, Horace Mann, had a great dream, and their dream was that if only the rank and file of humanity could be trained in the way that the privileged few had been trained, that perhaps all mankind might in some way share in our cultural inheritance. It was felt that education was a vested interest and that it was a privilege, that in some way the masses of mankind were hungry for it, but that the barriers of class and of economic opportunity had kept the great rank and file of mankind in ignorance. Therefore if only these barriers could be broken down and the rank and file of humanity be initiated into the wisdom of the ages, a cultural millenium will come among us. . . .

"The notion was therefore democratic in the sense that it held that the educational privileges should be given to all men Aristotle has said that a liberal education is not for the workers or for business men. It is not for workers because they cannot take it, since labour debases the body, and it is not for business men because trade debases the mind. I think there is something in it. The democracies of the nineteenth century denied Aristotle's class distinction and believed that all mankind would and could somehow share in the wisdom of the ages From the standpoint of mere numbers engaged, there is to-day a sort of mob movement for education.

"There has been a consequent gain in productivity. There has been an advance in skill. On the whole, we are better dressed, better fed, and more amused, than people were in other days. There has been a great *per capita* increase of wealth and better distribution of it.

"How far has the hope of Horace Mann been realised among us? I think the situation is

rather disappointing. Our people read, yes, but they read the tabloids, and the worse the paper the larger its circulation. . . . And what we do in the matter of reading we do very much in other lines. . . . Always before, if one had some work of art to present, one presented it to people who had some tradition, some sense of value, some poise, but the motion picture must appeal to the man in the street. The result is that you get pretty well in it what are the preferences of the man in the street. The trouble with the 'movie' is the audience, and just as with the motion picture, so with our political life and so with nearly everything that touches this vast democracy of ours. It must all be cut down to the level of the lowest cranial altitude.

"Why has this affliction come upon us? With all the education we have had, with all the skill in devising the latest and the most psychologically astute methods of putting education over on our American youth, why are we as a people in the tabloid stage of civilization? For one reason, I think we are confused as to what we mean by education. . . . Unless we have a preconceived set of values which we are seeking to achieve by our education, it is obvious that our civilization, has no concerted drive, or tone or philosophy. Education is simply philosophy at work. It has always been so, and the values of experience, the preferences which are essentially important in our education, are those which sooner or later characterise the life and thought and choice of our multitudes, and if we educators haven't a philosophy, then we are in a serious situation. We then, by removing the barriers, let the cattle into the corn, and that is what has happened."

A Travelling Library

Two large motor cars fitted up as libraries are staring out on a tour through Italy concentrating on lonely neighbourhoods or places far from towns. All sorts of books will be ready for distribution, including the more classical works and the latest literary productions, and as many persons as possible will be enabled to profit by these books, persons who would otherwise find them wholly beyond their reach.

A Travelling Theatre

The Rome correspondent of "The Times" writes:

Few Fascist undertakings have won such an immediate and unqualified popularity as the travelling theatre known as "The Car of Thespis." Organised by the Servizio Educazione Artistica of the Dopolavoro, which has done so

much recently to encourage the cult of the theatre among the masses, and which with its amateur performances and its encouragement of regional and national competitions has worked on much the same lines as those of the British Drama League. "The Car of Thespis" is primarily due to the initiative of Signor Turati, secretary of the Fascist Party. Signor Turati wished above all to make the theatre better known among the rural population living in districts of Campania, Calabria Apulia, and Sicily that are rarely visited by the ordinary professional touring company. Great success had attended the theatrical performances given during the War by the so-called "Teatro del Soldato" in farmhouses or in the open air behind the front, and Signor Turati argued that what had been so successful then might prove equally popular in time of peace.

This travelling theatre is in itself a good example of ingenuity and modern mechanism. Formed of a canvas-covered steel skeleton, the theatre is so easily collapsible that it can be put up or taken down in a few hours. It has a complete electric lighting installation with a "Fortuny" cupola that enables the most artistic effects to be produced. There are no footlights. According to the modern practice, the lighting comes from above, and all the lamps and reflectors are of the most up-to-date pattern. Unlike the familiar travelling circus, the theatre has no cords or wooden poles. The steel skeleton is composed entirely of interfitting steel rods, and it is covered with waxed and specially prepared canvas similar to that used in the construction of aeroplanes. The theatre is also fitted with small but adequate dressing-rooms for the actors. The entire theatre, which incidentally was planned and designed in one month, can be packed on to two camions, while the actors and actresses are themselves transported in a motor charabanc.

The director of this remarkable enterprise is Signor Gioacchino Forzano, who is well known not merely as a dramatic author, but also as the *regisseur* or *metteur en scene* at the Scala of Milan, where he is responsible for the staging of the operas and for the acting of the masses and of the singers. The designing of the costumes has been put into the capable hands of Signor Cavallieri and Signor Testi of the Regio Teatro of Turin. Finally it should be mentioned that the company itself is made up of 18 persons the majority of whom are professional actors and actresses of recognised standing experience.

As may readily be imagined, it was no simple thing to choose the repertory of this travelling

theatre. It was essential that the plays should all be of Italian authorship, and it was also necessary that the plays, while being in general sufficiently elevated to educate the audiences should at the same time contain those melodramatic and other qualities that appeal to more or less unsophisticated spectators. The "Car of Thespis" was not to be the vehicle for producing the works of some neglected and misunderstood genius. The playwrights were to be men who said simple things in simple language and who did not, in the words of one Italian newspaper, compel the spectators to lie awake all night after a performance trying to solve some psychological problem and wondering why the characters had finally found their way into a comedy instead of a lunatic asylum. In the upshot the choice has fallen upon dramas which are largely classical, such as Alfieri's "Oreste," Marston's "Il Falconiere di Pietra Ardena," Goldoni's "La Donna Vendicativa," Novati's "Vecchi Eroi," and the "Gianni Schicchi" of Signor Forzano.

So far as one can judge from newspaper accounts, the success of the opening performances in Rome, which was given in the Pincian Gardens and which was witnessed by Signor Mussolini, is being repeated on the tour that has now begun. As a general rule two performances are to be given in each provincial headquarters and one only in the smaller centres. It was originally intended to charge a small price for admission ranging from 10 lire for the front seats at *premieres* to 75 centesimi for second seats in smaller centres. By a special order of the Duce, however, all fees have been abolished except for a few rows at *premieres* given in provincial headquarters. The only adverse criticism heard has been that distant spectators do not get a very good view of the stage. This defect could, however, easily be remedied either by raising the stage or by setting up the theatre on sloping ground. (with Acknowledgments to the Madras Mail).

Salaries of Science Teachers.

AN AMERICAN INQUIRY.

The scientific correspondent of "The Times" writes:—

A discussion is taking place in the American journal "Science," the organ of the American Association for the advancement of science, on the remuneration of professors and teachers in American colleges. The matter is of more than professional interest, for in America, as in this country, a considerable body of scientific research is carried out by men and women who

are paid in the first place as teachers. But on wider grounds, as Mr. John D. Rockefeller wrote in 1919 when he was transmitting one of his great donations to the General Education Board:

"It is of the highest importance that those entrusted with the education of youth and the increase of knowledge should not be led to abandon their calling by reason of financial pressure or to cling to it amid discouragements due to financial limitations. It is of equal importance to our future welfare and progress that able and inspiring young men and women should not for similar reasons be deterred from devoting their lives to teaching."

So as not to complicate the account, I shall not distinguish between men and women. The facts in America are said to be shortly that wherever men and women are holding approximately similar posts the salaries of the women are lower.

The inquiry divided the budget needs of professors and teachers into three groups, those connected with the profession, those concerned with the living expenses of self and family, and those necessary for financial security. Earners of all kinds naturally have experience of the second and third of these groups, but the first is less familiar to most. Every competent science professor or teacher must be adding to his subject by his own studies and research, and apart from actual expenditure on the materials and apparatus for research, part of which inevitably falls on him, he must keep in contact with his field through membership of societies, purchase of books, subscriptions to scientific periodicals, and visits to scientific congresses and meetings. Annual meetings like those of the British Association and even the more frequent attendances at the meetings of learned societies all cost something, and yet are so valuable as to be almost a necessary part of the work of a scientific man. Subscriptions to a certain number of scientific journals are almost equally inevitable, although in some cases the subscription to a society carries with it receipt of at least one specialized periodical and access to others. But almost without exception, a working professor has to buy many books and periodicals, as he must have them in his own house. Another professional item, almost necessary, is the possession of a private study, not a mere smoke room or snugger, but sufficient to serve as a library and as a working room, for, unlike the vast majority of business men, the scientific man must work at home in his leisure.

With regard to the conditions of living and provision for emergencies, the scientific man

is less distinct from others. Possibly as a professor or teacher he has a little less freedom in selecting his standard of private life; he must maintain a certain average of conventional respectability, and it is at least useful to his respectability, and it is at least useful to his work if he does something in the way of entertaining his fellows and his students. On the other hand with regard to the provision for old age and emergencies, he has the ordinary facilities of insurance, often a satisfactory pension scheme, and, in most cases, a fairly generous licence with regard to sick leave.

SALARIES AND BUDGETS.

The value of salaries varies so much with locality that the American figures can have only a vague meaning in this country, but I give them for what they are worth, taking the £1 roughly as the equivalent of \$5. On the information collected, an average American budget is distributed as follows: About 10 per cent is allotted to professional needs, 15 to 20 per cent towards financial provision for emergencies and the future, and the remainder for living. With regard to salaries, statistics are given collected from 302 institutions. The average varied in 1926 27 geographically, ranging from about £670 in New England States to £600 in Western States. It also varied with the rank and with the size of the institutions. Taking the average over all the 302 colleges, professors received about £760 and instructors about £400, but taking the institutions in groups the average for professors in the larger places was over £900 and for instructors just under £400, and in the smaller colleges professors about £550 and

instructors something over £300. With regard to the range of salaries, the interesting figures are given that out of over 15,000 teachers and professors, 92 per cent received less than £1,000 a year, 79 per cent, less than £1,500 and only 16, or 01 per cent, £760 and instructors about £400, but taking professors in great institutions. The highest salaries were in schools of law, the lowest in schools of music, the usual branches of science occupying a middle position.

Over 11,000 teachers replied to an inquiry as to whether or not they supplemented their incomes by private earnings, and of these 67 per cent admitted that they did so. Curiously, the proportion who thus supplemented their professional income increased with professional rank, ranging from 76 per cent for professors to 52 per cent for the instructors. The additional amounts they earned also rose with their rank, ranging from less than £20 a year to £2,000 a year and upwards. Comparison with figures of the year 1919-1920 shows that there has been a substantial increase since then, and that it is a real increase when the cost of living is taken into account."

I do not know of any similar sets of figures with regard to professional incomes and salaries in this country, but at a rough guess I should say that, notwithstanding the prosperity of the United States, professors and teachers of science are not quite so well paid there as in Great Britain.

(With acknowledgments to the *Hindu* Aug. 21.)

The Christmas Week in Madras this year is an Educational Week.

1. The 21st Provincial Conference will be held.
2. The All-India Federation of Teachers Associations will hold its 5th Conference.
3. An All-India Educational Exhibition will be kept open during the week.
4. Leading educationists from all parts of India will assemble in Conference.

NEWS FROM ASSOCIATIONS.

[Secretaries of Teachers' Associations and District Guilds are requested to furnish the editors with a short and clear account of the proceedings of the meetings of their associations or guilds immediately after such meetings, for publication in this section of the S.I.T. The editors invite contribution on other items of interest either relating to their associations or to educational institutions in their area.]

The Trichinopoly District Teachers' Guild.

A meeting of the guild was held on the 17th August at Kulitalai. Mr. M. S. Sabesan, secretary of the S.I.T.U. who was present at the meeting delivered a lecture on *our problems*.

[Note.—We are unable to give full details of this meeting, as we regret we were not favoured with an official account of the proceedings by the secretaries of the Guild.]

The Chingleput District Teachers' Guild.

The annual meeting of this Guild was held on Saturday the 31st August in the U. F. C. M. High School, Chingleput; the members of the Chingleput Teachers' Association were at home to the delegates who were nearly 70 in number. Almost all the schools were represented.

Mr. J. D. Mclean, President of the Guild and Principal of the U.F.C.M. High School Conjeevaram presided.

Mr. T. V. Apparasundaram of the Teachers College, Saidapet, delivered, an interesting lecture on Adult School and gave a clear account of the work done at the 'Adult School' attached to the Teachers' College, Saidapet. Mr. N. Subramanya Iyer also of the Teachers' College, gave a very instructive model lesson on the *Indian Ocean Currents*.

Messrs. S. K. Yognanarayana Aiyar, M.S. Sabesan, G. Srinivasachary, T. Ramanachariar, A. K. Krishnaswamy Iyer, and S. Natarajan of Madras, attended the meeting to do propaganda for the coming Conference of the All India Federation of Teachers' Associations.

M. Mclean enrolled himself a member of the reception committee.

The office-bearers of the year were then elected. Mr. Veraraghavachariar, headmaster of the Native High School, Chingleput was elected Secretary.

Guntur District Teachers' Guild.

The first quarterly meeting of the Guntur District Teachers' Guild was held on the 15th September, 1928, in the Taluq High School Tenali. Nearly 50 teachers were present, representing 19 of the 23 schools in the District. Mr. K. Panchapagesa Iyer, Head-master of the Board High School Bapatla and President of the Guild presided. The proceedings of the Guild commenced with an opening address by the Principal of the Hindu College, Masulipatam, who exhorted the teacher to organise themselves efficiently and also put in a strong plea for 'vernacularisation.' Mr. Subbu Rao, Headmaster of the Municipal High School Bezvada, then delivered a lecture on the S.S.L.C. Syllabus. Mr. S. Natarajan, member of the working committee of the S.I.T.U., spoke on the coming Conference of the All India Federation of Teachers' Associations and appealed to them to become members of the Reception Committee and to help in the successful conduct of the conference. He then spoke to them about the S. I. T. U. and the need for strengthening it. After appealing for more support for the protection Fund and the Journal, he wanted them to appoint a Propaganda Committee, with the immediate object of enrolling members to the Reception Committee and to strengthen the District Guild as well.

Several members present became members of the Reception Committee and many others have promised to join.

After the President's concluding remarks the meeting came to a close with the usual vote of thanks.

We have pleasure in acknowledging the receipt of a small booklet, "India and the International Labour organisation" (No. 235 January, 1928,) published by the League of Nations Union, 15, Grosvenor Crescent, S. W. 1. The Rt. Hon'ble Viscount Burnham, G.C., M.G. C.H., in the interesting foreword to this book, writes, "if perspicacity is the chief virtue of a speech," assuredly lucidity is the chief virtue of such an explanatory booklet as *India and the International Labour organisation*, and it is clear in its definitions as it is balanced in its conclusions. In the pages of this small pamphlet is given an account of the activities of the International labour organisation and the part India is taking in the same.

OUR LETTER BOX.

Geography in the IV and V Classes.

If, even to-day with all the modern and up-to-date methods of teaching and improved apparatus and appliances, Geography is as uninviting and dull as ever before, it can only lead us to one conclusion that the syllabus is unpsychological and irrational, and hence ill-suited.

The syllabus is ill-suited in that it (1) at once starts to equip children, with all that Geography can teach about a District or a Presidency, unmindful of the fact that any information on topics beyond their common experiences, little interest children instead of bringing before them into broad relief the world as a whole and presenting them with only such aspects of Geography, as are within their easy comprehension, assimilation and correlation (2) and in that it tries to make men of children with grim details of exports and imports, and causes and effects of monsoons; instead of feasting their senses with pictorial and human Geography of the world; (3) and in that it does not evoke the enthusiasm of the children far beyond compelling them to learn by heart some minor details for purposes of examination instead of trying to rouse up their curiosity and cultivate their imagination and lay the seed for adventure and broad outlook—and (4) in that it tears the universe piecemeal and makes the course to unified knowledge long, weary and disconnected instead of giving an idea of the world as a whole, however meagre it can be.

With such an ill-conceived, ill-adapted and ill-arranged curriculum of studies, it is no wonder, that all our attempts at making the subject, interesting and useful prove futile and the subject continues to be as dry and unintelligent to the pupils as heretofore.

And if, in the class-room—the pupils keep up an attitude of attention, tolerate the boredom and swallow the pills with all grace and attention, it is for fear of the cane or the frown of the teacher!

But what is that that will interest the children and will at the same time be of immense educative value.

First and foremost, it is to know how the children in other lands are.

1. Talks with children to bring home to their minds:

(a) The world is a big one.

(b) Many towns exist in the world.

(c) Millions of children live in the world.

(d) Their customs and manners are not the same as ours.

2. The necessity of representing big things in small forms.

[Exercises — Class-room — School — Cart—Horse.]

3. Show the Village, Taluk, District and the Presidency and the world map (drawn to same scale) and point out the insignificance of the portion of the earth of which their village forms a part.

3. Land mass and Water mass.

4. How they can go to some parts of the world where their friends live by land and to other parts only by water.

5. An idea of steam ships.

6. Incidentally mountains, rivers and deserts and wild animals which beset the path on land and if necessary mountains and currents in the sea.

7. How deserts are crossed.

8. Children in other lands. (All about them.)

9. Carts that run and animals which draw them.

10. Trees that grow and different kinds of leaves.

11. Crops that grow and how the land is ploughed and harvested.

12. Wonders of the world. (Locate on the map and tell something about each.)

13. Big temples, big mosques, churches. How people say their prayers, etc.

14. Bridges, Waterfalls, Mines, Printing Press, Mills etc.

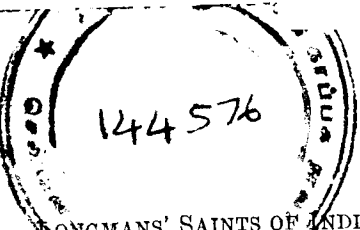
15. Big importing and exporting ports.

16. Harbours and light houses (and such other topics which interest the children). This will serve as a groundwork of Geography.

I know, I am only voicing forth what quite a good number, if not all, feel as regards the unsuitability of the present syllabus or practice.

As such, I earnestly hope that this will receive the attention it deserves at the hands of those, whose aim is to improve the quality and quantity of useful instruction in our schools and make the rising generation, useful and intelligent citizens of the Empire.

K. V. S.



REVIEWS

LONGMANS' SAINTS OF INDIA SERIES.

- (1) Rama Das and Manicka Vachaka.
- (2) Kabir Das and Guru Govind Grade I.
- (3) Chaitanya and Madhava Grade II.
- (4) Sri Sankara and Sri Ramanuja.
- (5) Tirumangai Alwar and Gnana Sambandar Grade III.

It is significant of the changed spirit of the times that we witness an ever-growing volume of educational publications with Indian themes. With the changed outlook of our educationists has come the change over our publishers. More and more our authors and publishers are turning to the rich and as yet unexplored fields of Indian history and mythology for their material, and our prayer is only that this current may flow with increasing vigour. The right kind of education for our children should be to get steeped in Indian History and tradition, and that in the lower classes. Names of Indian heroes and saints, warriors and statesmen, should become household words, names to conjure with. Messrs. Longmans have rightly gauged the spirit of the times and stepped into the field with their first instalment on some of our venerated saints.

The booklets ranging from 32 to 62 pages are carefully graded in point of matter and language. The narrative is quite easy and interest never flags. Theological subtleties are rigorously eschewed and sectarian bias is totally absent. The sketches are a happy blend of history and tradition. The language, it will not be too much to say, is faultless. The booklets are priced cheap, and should find easy introduction into our schools as non-detailed texts. N. G.

A PRACTICAL NOTE-BOOK OF TROPICAL BOTANY by Mr. A. H. Sundararaman, M.A. of Ananda College, Colombo (Published by Messrs. Macmillan & Co., Price 1.4.)

This book is intended by the author for the use of the London Matriculation and the Cambridge, Junior and Senior, examinations. The very Rev. Fr. Le Goe states in the foreward to this book that there is need for 'a practical guide to put the student's finger . . . on the subjects of the science'. The book is fairly exhaustive so far as it goes and it will prove useful to students in secondary schools, especially to those who may intend to appear in private for a public examination in Botany. The materials suggested in this book are available here also and hence the book may be used with advantage by pupils. The Cryptogams have been excluded from the scope of this book.

Care has been taken to draw the attention of the student to the important features in the materials prescribed. The characters of Natural orders are clearly presented and appropriate types are also mentioned. The book might have been still less descriptive and its purpose will be served much better if illustrations be given wherever necessary. The printing and get up leave nothing to be desired.

We are in receipt of fountain pen inks (Blue-black, Red, Green and Violet) from Brihmanandam Narasimham Pantulu, Secretary of the Guntur Mandala Jatheya Vidyaparishath, Tenali. Judging from the specimen sent to us, we dare say that the inks are fairly good for use in fountain pens. The manufacturers, the members of the Vidyaparishath deserve to be congratulated on this successful industry and we hope that ere long they may manufacture these inks in large quantities to supply the needs of the country.

LONGMANS' INDIAN HISTORICAL BIOGRAPHIES.

Longmans' Indian Historical Biographies are a welcome addition to the supplementary Readers for the use of the pupils of the Lower Secondary classes. Karikal Chola and Raja Chola of the Grade I Series, deals with the life-work of the most famous of the Chola Kings. The other book of this series deals with the work of Krishnadeva Raya, the greatest of the Vijayanagar Kings, and Sir Thomas Munro, a Madras Governor, who endeared himself to the people of this presidency, through his kindness and real sympathy. It is needless to say, that every South-Indian pupil in particular, should be familiar with the splendid labours of these eminent rulers. The language in which these books are written is simple and the sentences are such as can be easily understood by the pupils for whom these books are intended.

Grade II of this Series is for use in the next higher standard. Babar and Akbar of this series sent for review is full of mugal names and particulars which may confuse the little reader, somewhat; but the large number of short sentences—a special feature of this book—will certainly obviate this difficulty.

The Grade III books are readable and well-suited to the needs of the next higher class. The remarkable biography of Raja Ram Mohan Roy, in this series deserves special notice.

T. K. S

BULLETIN No. III.

THE FIFTH CONFERENCE

OF

The All India Federation of Teachers' Associations.**EDUCATIONAL EXHIBITION—DECEMBER 1929.**

An Educational Exhibition will be held under the auspices of the Fifth Conference (coming off in Madras in December next), of the All India Federation of Teachers' Associations. The Secretaries of the Exhibition Committee solicit the co-operation of all interested in Education in making the Exhibition a success. It will be the endeavour of the Committee so to organise the Exhibition as to make it serve not only the teacher but also the non-teacher, by demonstrating through the exhibits what modern educational outlook tends to be, and what modern teaching as an art and a craft is, or is to be in the hands of the twentieth century teacher. It need hardly be pointed out how substantially therefore heads of schools and colleges and heads of offices or departments of Education can help the committee in their efforts.

Amongst the sections of Exhibition that will be provided for may be mentioned (1) Educational Charts and Statistics (2) Experiments in Child Psychology and Educational methods (3) Visual instruction (4) Manual Training (5) Scout-craft (6) Vocational Education (7) Fine Arts (8) Teaching apparatus and appliances pertaining to the different subjects and methods of school-instruction (Mathematics, Science, History, Geography, Languages etc.)

The Exhibition Committee hereby wish to appeal to all Teachers, Teachers' Associations, and Educational bodies for their active help and co-operation in the furtherance of the aims and scope of the Exhibition.

Arrangements are being made with the Railway authorities in India for securing special facilities for the conveyance of exhibits.

Exhibits will be received at the Exhibition Office **from the 2nd December, and up till the 15th of December.** As it is proposed to publish an Exhibition Guide, it is requested that detailed information pertaining to the kind of exhibits that may be sent, and particulars regarding the facilities required by the Exhibitors may reach the Secretaries by the **11th of November.**

Rules for the guidance of Exhibitors are detailed below :—

1. Exhibits shall be sent at the exhibitor's own risk. The exhibitors will make their own arrangements for the safety of the exhibits during the season.
2. The Committee will afford all possible facilities for ensuring the safety of the exhibits sent. They do not however hold themselves responsible for any loss or damage to the exhibits.
3. Exhibitors shall make their own arrangements for the removal of exhibits **before 5 p.m. on Thursday the 2nd January, 1930.**
4. All incidental charges shall be borne by the exhibitors themselves.
5. The decision of the Exhibition Committee on all matters connected with the exhibition shall be final.

41, SINGARACHARI STREET,
TRIPPLICANE.
Madras, 10th October, 1929.

A. K. KRISHNASWAMI AIYAR,
for the Exhibition Committee A. I. F. T. A.

The²⁵⁹ South Indian Teacher

(The Official Journal of the South India Teachers' Union.)

The *Christmas Week* in Madras this year is of Special Value to Educationists. Why?

1. The S. I. T. U. will hold its 21st Pr. Educational Conference in Madras when the S. I. T. U. will be re-organised on more sound and efficient lines.

2. The All India Federation of Teachers' Associations will hold its 5th Conference in Madras during the week.

Leading Educationists from all parts of India will then meet in Conference.

3. An All India Educational Exhibition will be held during that week. Exhibits of Educational value are expected from all parts of India.

The success of the week depends entirely on Teachers. The Reception Committee seeks your Co-operation. You can help it by,

1. becoming a member of the Reception Committee;
2. enrolling other members;
3. participating in the Conference, by submitting papers, etc.
- and 4. participating in the exhibition.

All further particulars can be had of—

THE SECRETARY OF YOUR DISTRICT TEACHERS' GUILD,

OR

THE SECRETARY OF THE RECEPTION COMMITTEE,

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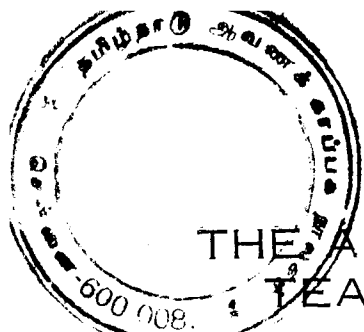
Help yourself and Help your brothers of the profession.

Note :—The Concession, re—the age—limit for admission expires by the 31st December 1929 !

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41, Singarachary Street, Triplicane, MADRAS.



THE ALL INDIA FEDERATION OF TEACHERS' ASSOCIATIONS

A meeting of the Reception Committee was held at 5-30 P. M. on Monday the 14th inst. in the Hindu High School. The Secretary submitted a *Report of the progress*.

Report:—At a public meeting held at Madras in June 1929 a Reception Committee was constituted to concert measures in connection with the Fifth session of the All-India Federation of Teachers' Associations. A working committee with power to add to its number was also appointed on the same day.

The working committee met thrice. At the first meeting of the working committee, the following sub-committees: Conference, Exhibition Excursion and hospitality sub-committees, were appointed with messrs M. S. Sabhesan, A. K. Krishnaswami Iyer, S. Lakshmana Iyer and K. Rangaswami Iyengar respectively as conveners. The form of circular requiring the affiliated associations to nominate persons for the Presidentialhip of the Conference was also decided. The recommendations of the associations were considered at the second meeting held at the Hindu Theological High School and the final voting paper was prepared. The third meeting of the working committee held on the 5th October considered the reports of the different sub-committees and prepared the agenda for the meeting of the Reception committee to be held on the 14th.

The conference sub-committee issued early in July a circular giving an account of the activities of the All-India Federation and appealing to all concerned to become members of the Reception committee. The secretaries of the District Guilds and the S. I. T. U. have been also requested to take steps to enrol members to the reception committee. Another circular is being issued to all the Educational institutions requesting teachers and associations to join the Reception committee. The Exhibition committee has issued a special circular defining the scope of the Exhibition and detailing the rules for the Exhibition. The Excursion Committee prepared a tentative list of places of interest and addressed the authorities concerned. Replies have been received from a good number of persons that they will keep the institutions open for the benefit of the delegates. The hospitality committee is considering the question of lodging and boarding.

A volunteer committee with Mr. K. Govinda chariar as convener, appointed at the 3rd meeting of the working committee, will take on hand the organisation of a volunteer corps of 200, with a view to looking after the comforts of the delegates.

The Director of Public Instruction of Madras was interviewed by the Vice-Chairman and he has officially replied to recommend to the Government for a grant of Rs. 1,000 if the receipt and charges are furnished. The Directors of Public Instruction of Travancore, Cochin and Mysore have also been addressed and we have got replies from the Directors of Public Instruction of Cochin and Travancore, promising co-operation with regard to the Exhibition.

The following figures show the strength of the Reception committee and the financial position as on the 14th.

List of Members.

Patrons.	4.
Institution members.	5.
Sympathisers.	7.
Educationists.	3.
Masters Association.	4.
Affiliated Associations.	16.
Individual Teachers:—	
{ Hindu High School.	57.
{ H. T. H. School.	39.
{ Ev. L. M. F. School.	19.
{ St. Gabriels. H. School.	17.
{ Progressive Union School.	21.
{ Muslim High School.	6.
{ Xian College, H. School.	6.
{ Other Schools.	82.
Paid	
{ T. T. V. H. School.	46.
{ C. R. C. Sec. School.	9.
{ Sir M. C. T. Muthiah Chittar School.	
Not Paid	

2. The voting papers from the provincial associations affiliated to the A. I. F. T. A. were scrutinised and the Rt. Hon'ble V. S. Sastry who secured the largest number of votes was declared elected.

3. The following items from the working committee were ratified.

(a) That the convener of each committee appointed by the working committee be given a permanent advance of Rs. 10 only.

(b) That the actual expenditure for conveyance or 10% of the collections which ever is less, be sanctioned to the representatives authorised by the S. I. T. U. or by the District Teachers' Guild to enroll members to the Reception committee.

(c) That a sum of Rs. 10 only per month be sanctioned for clerical work from July onwards.

4. (a) Resolved that the conference of the A. I. F. T. A. be held on the 27th, 28th and 29th of December, 1929.

(b) Resolved that the A. I. F. T. A. Conference and Exhibition be held at the Hindu High School, Triplicane, Madras.

4. Delegates and delegation fee, etc:—

(a) Resolved that all members of the Reception committee be considered as delegates to the Conference and they be entitled to attend any function of the Conference including the Exhibition without being called upon to pay any additional fee.

(b) Resolved that only such persons as are authorised by recognised schools and colleges or by Teachers' Associations to be their representatives at the Conference, be admitted as delegates on the payment of a sum of Rs. 2 and that such delegates be permitted to attend any function of the Conference including the Exhibition without being called upon to pay any additional fee.

(c) Resolved that persons who do not belong to the above categories be permitted to attend the functions including the Exhibition as visitors on payment of a sum of Rs. 3, and that visitors be not permitted to vote at the conference.

5. Exhibition:—Resolved that.

(a) The admission fee to the Exhibition hall be one rupee on the 1st day and annas eight on the succeeding days.

(b) That ladies, children and bonafide students be charged half rates on all the days.

(c) That the morning of the 2nd day be reserved for ladies exclusively.

6. **Publication:**—Resolved that the first choice be given to the South Indian Teacher and that the Journal Committee be given the exclusive right of publishing the proceedings of the Conference on condition that the Journal committee agrees to supply 50 copies of reports free and 200 copies more at cost price and on the understanding that printed copies of papers will be made available on the occasion of the conference.

7. **Boarding and Lodging:**—Resolved that 3 or more camps be organised to suit the convenience of delegates in different quarters, and that the hospitality committee be requested to place fresh proposals before the W. C.

Statement showing the financial condition as on 14-10-29.

Receipts.				Disbursements.			
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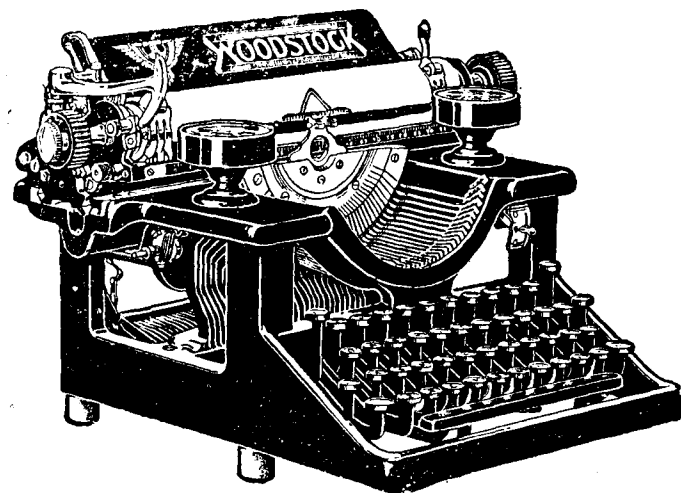
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THE South Indian Teacher

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15th October, 1929

[No 10.]

THE RIGHT HON'BLE V. S. SRINIVASA SASTRI

GENTLEMEN,

When Mr. Subramanya Aiyar asked me to say a few words to-day about my experience with Mr. Sastri in South Africa, my first feeling was one of absolute unworthiness for the task. Some one of eloquence and exalted position, I thought, should do it; but on second thoughts I felt that even although I am a very humble admirer of Mr. Sastri, yet I have the honoured privilege of having been called his friend by no less a person than himself and of having moved with him very closely for nearly eight months, and I would like publicly to pay my humble tribute to his greatness.

Possibly from the point of view of time, Mr. Sastri is better known to all of you here than he is to me, for I only met him for the first time when I landed in Cape Town in November, 1927, but in what I might call intensive knowledge, I claim to be second to none. For nearly eight months we stayed in the same hotel and had our meals at the same table, walked together and talked together in sincere affection and so to-night, I

do not intend to say anything about his political or diplomatic or even oratorical success in South Africa, those have been carried by cable and wireless all round the world. I would prefer to dwell on the human Sastri, the friend, the well-wisher, the helper, the man, the simplest of men because he was the greatest.

Let me tell you one very human thing which made all the difference to one very ordinary working woman. When I got my orders to proceed to South Africa by cable, I was at home on leave at the time—they were of course very bald and vague, "Proceed to S. A., P. O. will arrange your passage, report to our agent at Pretoria." I hadn't the slightest idea, nor had the I. O. of what I was going to do, and "our agent" sounded most formidable, no one seemed to know who he was, and the many South Africans on board, nice people in themselves could not say anything bad enough about the Asiatics. I can assure you, gentlemen, that was feeling far from happy, but one day about five days before we landed I had a

The above is the full text of the speech made by Miss Gordon on the occasion of the celebration of the 60th Birthday of the Rt. Hon'ble V. S. Srinivasa Sastry, P. C., in Triplicane on 22-9-'29.

wireless handed to me by my cabin boy and this is what it said, "Welcome to South Africa, meet you Cape Town, Sastri." So you know that wireless made all the difference to me, for I could think of no officer—with the exception of one, but he is a friend of mine, so the circumstances are different—who would have troubled himself to send an ordinary wire, leave alone an expensive wireless to someone coming to work on their staffs—and I have served under many officers. I made a point of showing that wireless to every South African, British and Dutch on the ship, and all of them said, "What a decent thing to do." Such a human thing for such a great man, it's his gift of sympathy which is as great as his gift of oratory or statesmanship.

Sastri never thought himself too big to mix with the commonest people, he would accept an invitation to music from the poorest Indian with as much courtesy and kindness as he would from the Governor-General, and what is more he would enjoy himself as much at the one as at the other, he was the perfect gentleman at both functions.

S. A. is as you know Anti-Indian, very, but I have known at one function, a garden party given by the Archbishop of Cape Town, people waiting in long quest on the off chance of shaking hands with him, people have said to me—not one but hundreds "please Miss Gordon, introduce us to your chief." "He has stolen away the hearts of our people" said Gen. Hertzog, the South African Prime Minister, and it is the truest thing he said, people would stand for hours to hear him speak, and fully an hour before a meeting was billed to commence the notice "House Full" would be put out. And he has done something which might have been

revolutionary in the eyes of the South African, preached in the Cathedral of Johannesburg, the Church of England as you know is very conservative, none may enter their pulpits who have not been ordained into their church not even priests of another sect of Protestantism, and here was Sastri, a non-Christian standing in that sacred place; the Cathedral was packed to overflowing, people were seated on the altar steps, outside the church where loud speakers were attached, Jews, Roman Catholics and other religious sects thronged, it reminded one of a London crowd at the Lord Mayor's pageant: for 55 minutes after the evensong, Sastri spoke, Christianity as a non-Christian sees it, was his subject; there were few people in that huge gathering, I make bold to say, who did not leave that place ashamed of the picture of Christ they presented to the world and determined in future to try to do better. The Bishop of that Cathedral said to me a few days after "as I watched him on that pulpit pleading for the brotherhood which Christ had advocated, his face shining with the radiance of ultimatism, I felt that Christ himself was speaking. I felt that I should kneel and worship."

Gentleman, Kipling has written a poem in which he describes a man. It is generally acknowledged to be the best thing he wrote. With your permission I will read it to you. "If you can keep your head when all about you

Are losing theirs and blaming it on you;
If you can trust yourself when all men

doubt you
But make allowance for their doubting
too

If you can wait and not be tired by waiting
Or being lied about, don't deal in lies,

Or being hated don't give way to hating,
And yet don't look too good, nor talk too

wise;
If you can dream—and not make dreams
your master;

If you can think—and not make thoughts
your aim;

If you can meet with Triumph and Disaster
And treat those two impostors just the same;

If you can bear to hear the truth you've
spoken

Twisted by knaves to make a trap for fools,
Or watch the things you gave your life

to broken,
And stoop and build 'em up with worn
out tools;

If you can make one heap of all your
winnings

And risk it in one turn of pitch and toos,
And lose and start again at your begin-

nings,
And never breathe a word about your loss;

If you can force your heart and nerve
and sinew

To serve your turn long after they are gone
And so hold on when there is nothing in
you

Except the Will which says to them:
"Hold On!"

If you can talk with crowds and keep
your virtue,

Or walk with Kings...nor lose the common,
touch;

If neither foes nor loving friends can
hurt you;

If all men count with you, but none too
much;

If you can fill the unforgiving minute
With sixty seconds' worth of distance run;
Yours is the Earth and everything that is
in it,

And—which is more—You will be a
Man, my son!"

There, Gentlemen, you have a fine portrait
of the Right Hon. Srinivasa Sastri.

THE DAYS OF A TEACHER

BY

N. K. Venkateswaran.

I. Introduction.

This is a narrative of confidences, and let me begin by telling between the reader and me and the gatepost that there is only one truth about these pages, which is that they are fictitious, lock, stock and barrel. If they occasionally appear to have been drawn from life, it is because fiction is 'the Siamese twin' of truth and the two brothers with exchangeable lineaments often conspire to create a puling or playful comedy of errors. It is the character of most things to wear a cloak. Facts put on the guise of fiction and fiction the garbs of fact before either embarks on speech. All things attempt to conceal themselves making the world of immense material and imponderable meaning we know. The teacher will not tell himself. The pupil will not come out of himself. The school will not give away the truth and art, which is human nature in glory, will not be art at all without a disguise. For these reasons if what I write should wear the visage of reality, is it not the best proof of all that for purposes of this narrative I am exempt from the external world. Let not, therefore, the reader arrest the words and ask them to tell the truth about themselves, for whatever is truth it shall not be known.

Man, the crown of creation, is a teaching animal. Every animal is a teacher in some part of its behaviour but there is no animal so passionately addicted to teaching as man. Whatever he does he always teaches and when he does nothing he teaches himself.

He teaches himself always but he teaches himself solely when he does nothing. The teacher of children is, therefore, only a teacher more educational than others and as such is in a real sense the ambassador of tomorrow, for the progress of man is harnessed to the development of his teaching instinct. This is perhaps one of the reasons why teachers are seldom understood, and not being understood they often find themselves alien and uncomfortable in society. Society inclines to think them backward while they are themselves conscious that they have been called a little too early. Both early risers and late sleepers are doomed to come up against experiences denied to the ordinary individuals.

These reflections, incidental as they might seem, are not unrelated to the story. They explain how the subject came to interest me. They explain also how the picture is here and there bestrewn with shadow, and how in it hope is continually interrupted by an ill-fate armed with secret weapons. Neither the shadow nor the hope is denominational because my subject being a teacher is a representative man entrenched on the edge of a dawn. It is not a school-story any more than it is the story of a schoolmaster that ever actually taught a class. And as it is not real it must in part at least be human and true.

II. A Malabar Village.

The irenic land of Malabar ascending from the Arabian Sea is dotted with idyllic hamlets like human cases in a rolling

panse of summer and monsoon, swirling streams and flooded fields and absent-minded hills. I must allude to one of these hamlets as it was some fifty years ago. I do not know how the world is going with it to-day, whether it has been deserted, forgotten or extinguished as many an isolated little village in Malabar and, indeed, in various other parts of India has been under the pressure of forces embattled by yesterday against the taciturn tranquillities sprung from the bosom of ancient times. But in those days it contained about a hundred houses flung in picturesque disarray upon the shore of a serpentine paddyfield beneath a sweep of areca-nut palms, jack-trees and mango-trees mingling their green foliage against the noon-day sun. The hundred houses between them counted about seven hundred souls and as no family was too rich or too aristocratic to live as others lived, the common life of the village was also the life of every one in it. It was a Hindu village and although caste was the nominal keynote of its social structure the self-consciousness of every caste was submerged in the unconscious practice of a natural sympathy. The Brahmin forgot his 'excellence' before the 'untouchable' Ezhava and the Nair forgot his quasi-military 'pride' to smelt a mutual feeling to a friendly bond between himself and the Brahmin. The caste-system, theoretical king of the village, was forgotten to be absolutely honoured and the seven hundred people always joined together to live happily. Not that there were no quarrels. There were proffering spice to the daily life for the hot words occurred not to pollute the heart or corrupt the conduct but only to add now and then an unfamiliar hue to the subdued picture of simple joys.

Every lane in the village led to the field and all the good things came from the field through the lane seeking the seven hundred souls. It was an utterly agricultural village beyond the reach of commerce and competition. All its economy was agricultural, its medicine only consisting of a few accessible herbs and roots was agricultural and also its festivals and pastimes. An agricultural god with his excellent spouse by his side enshrined in a stone-house in the centre of the village and daily propitiated by the prayers of the Brahmins and the offerings of the people arranged the succession of sun and rain to the satisfaction of the adjoining field. An agricultural old teacher helped the children through their pothooks and hangers and their errant early arithmetical hankerings. It was a little and gentle torch that the teacher held but there was not so very much ignorance in the village for one apostolic light to come and dissolve.

Much as I wish to linger on these Arcadian institutions of an Indian village the story I have set out to narrate demands that I must, leave them however reluctantly. My story, indeed, originates in the village but if it had stuck to the village in obedience to its traditional counsels instead of going forth to the uncertain chances of the outer world there would have been little story to tell.

Ramakrishna was born in the village and he should also have lived in it all his life and grown into its atmosphere lest he should have the chief character in a true story. But we cannot blame him for what he could not do. There was a whimsical temptation eager for a capture waiting outside the village. Ramakrishna was still a boy when his father died leaving him what was deemed more than

a competence by the village public opinion. A widowed mother quenches her grief in the sight of her children and if there was only a child the mother kills herself completely to live for him completely. It was no small misfortune to Ramakrishna that he had no brother or sister to share his mother's unimaginable love.

The maternal uncle of the boy who also belonged to the same village supplied the household with all the masculine care it needed. One day the brother and sister exchanged anxious ideas about the thirteen-year old boy. They used to do it almost every day and sometimes more than once in the same day but their conversation on this day took a decisive turn regarding his future destiny.

"What are we to do with him? I have only him to live for. Cannot we make him grow up a little different from the other boys?" she sighed.

"Then send him to an 'English School' and if he passed the Matriculation Examination it should be rare good luck. The Sirkar would give him an appointment and the people would praise him," replied the brother trying to look serious to look wise.

"But there is no 'English School' in the village nor one within ten miles," interposed the mother somewhat wistfully.

The brother knew where there was one and although it was a round dozen miles away he was not altogether deterred from mentioning it in something like a practical vein. There were honest enough hotels in the town where the school was and good enough lodgings to hire. And there was no lack of money to try 'the English Education' for little Ram. No one in the village had tried it yet and this was an additional

stimulus to the 'progressive' soul of the young brother.

"But I cannot part with him," interjected the mother strongly.

"And you cannot have him grow different from other boys either," cried the uncle impatiently.

The debate hung for a space both withdrawing within themselves trying to go round the difficulty to get over it.

The mother said to herself, "I cannot part with him so early."

The uncle said to himself, "She will not part from him. It is really much too soon to ask her."

Every difficulty holds its own solution and sometimes also surrenders it. An opportune idea entered the uncle's head. There was an 'English teacher' in the next village. He was one of the few wrecks of the Matriculation Examination who had managed to preserve their intellectual integrity both during the senseless battle and after the shock of its still more senseless result. He hated the Matriculation Examination and in the bitterness of this hatred he had come to the neighbouring village and set up a school of his own to coach the willing young boys of the place to lie about his worst enemy in life.

"There's a way," the uncle almost exclaimed. There's Kurup, brother Kurup, just a mile and a half across. He knows many things, root and branch. He knows English as few others know it and he gives thrice the quantity of education the Sirkar School in the town gives, year for year. Why not send Ram to Kurup's school before we thus dream of the far-away Sirkar School."

It was a clenching argument come at the appropriate time and hour and the mother torn as she was between a future for her only son and separation from him wept for joy and blessed her good brother a hundred times. The question was decided and the village and Ramakrishna began to part from each other.

III. Kurup.

Established a couple of years ago in a place where one English word, if it ever appeared was priced a whole library of English books Mr. Kurup's English School with its alien tongue and ambitious eye had already made an impression among the peasant populations of three villages lying at the angles of a small contented triangular agricultural stretch of land. Having himself failed to pass the Matriculation Examination he had set his heart, seriously, passionately and entirely, in helping others to pass it in less than half the time taken by the 'recognised' English High Schools. Kurup's method was almost the last word in simplicity. He would take a boy from one of the villages and keep him for three or four years and then send him to the 'Sirkar High School' where they examined him only to admit him into one of the higher classes, generally into the Fifth Form and often into the Sixth Form itself. Mr. Kurup had commenced 'teacher' at a favourable time when rules of admission had not yet come into existence to exclude sensible privately-educated boys from all except the lowest classes in the official educational institutions of the land. Kurup was first a hater and only afterwards a teacher. He not only hated the Matriculation Examination but also all very little children, the tiny tots that scatter blended laughter and cry in their homes. He not

only hated the Matriculation Examination but all examinations in general and he hated them not solely because he had met with shabby courtesy at the hands of one but also because he had grown an especial logic in his mind to hate them. Mr. Kurup often gave vent to this logic more epigrammatically than plainly. He said, "A blind man searches the inside of a book by perusing its covers with his hands. Sometimes he also thinks that such procedure is all that was needed to imbibe the volume. Examinations having no eyes penetrate the inner meaning of boys by heartlessly rubbing their skins 'for their benefit' as the pretence goes." He reserved a pet allegory for his own dear Matriculation Examination. He called it the blind-man's buff. I have said that Mr. Kurup's hatred embraced the wee little ones that make our homes the urchin swarms they are. He never undertook to 'teach' any of these domestic elves. He held, although he was still quite young, the chronic opinion that the only proper job of all little children was to spill milk or to cry for the moon, to invade the end of a rainbow for a pot of gold or to break dank kisses on the radiant dark cheeks of mother or father. His favourite educational enthusiasm was to impress upon those who did not know that it was about as fruitful to school the kiddies as to command the nestlings to fly to the top of the sky. The kiddies wouldn't learn and education was impossible without learning. If Mr. Kurup were active to-day Dr. Montessori would have had a worthy hand either to help her or to stop her. What line the village schoolmaster would have taken in face of the babbling tide of kindergartens it is not possible to picture even faintly at this distance of time. Suffice it to say that

Mr. Kurup would have taken a decisive line.

In the role of the teacher Mr. Kurup was a law-breaker and law-maker at the same time. His vivid remembrance of the educational practice that obtained in the school that had washed him high and dry on the blind shore of matriculation enabled him to take it to parts and to correct each part emphatically in his little rural academy. The law-breaker legislated for himself. The first law that he made for his exclusive use was to abstain from teaching. His second law was again for abstinence. He did not in fact encumber his institution with too many laws, for he had an idea that prolific legislation was the primary source of breaches and whatever he did with other people's laws he did not really wish his own such a piquant destiny. But if like, feeling, knowing and willing, the three constituents of consciousness, others insisted on three elements to compose the conscience of his 'English' inn he was far from being at his wit's end to produce the third law, which was to teach emphatically and absolutely nothing.

Facts, being the head and front of a true story, however much they might tax belief, have to be stated. Confucius did not repeat his lessons. In a sense Mr. Kurup was an abridged edition of the Chinese philosopher rarely giving any lessons at all. Picture him perched on his stool in front of a heavy table unable to move from its place and transmitting not a little of this harmless property to the presiding figure. Two benches are on the other side of the table attempting to keep steady on delirious legs. Three boys in the middle teens sit on the one and four boys totalling an age about

equal to that of the first three are disposed on the other. The pernickety character of the benches has little authority over the seven pupils. They are too deeply immersed in work to see, much less to obey, anything. One is wrestling with a stack of virgin arithmetic. Another is silently dissolving a pretty substantial snip of prose in a specially strong infusion of prehensility. A third pupil is bent upon passing half a dozen new words in four dozen sentences of his unaided production. There is that boy arresting the eye. He is noiselessly smuggling into his head a handful of pages from a heavy dictionary. All the fourteen eyes are riveted. The vibration of their minds is almost audible. The appetite literally seems to be growing with eating. They manufacture their own pabulum and feed their understanding themselves. Looking on this scene one is almost persuaded that if a man will not work neither shall he eat.

And Mr. Kurup is also silent. An amorphous evanescent smile now and then flits across his face as if to announce his satisfaction with the working of his little institute. It is a rural research-house, exploration and discovery retreated to a country-seat for quiet work. There is no telling, no doling out of knowledge, no making easy of the ancient wisdoms. The beginning, middle and end of the school consists of an unadulterated process of seeking and finding out. There is not even any attempt at eliciting things from the juvenile subconscious stores.

When Mr. Kurup set up the school the only appliances of education he brought to the place were the table and the two benches, a blackboard that was not quite black and a punitive cane afflicted with an abrupt curvature in the middle and of none too ample

length. He put the cane in the drawer, omitting, strangely enough, to think of it again, and as for the blackboard, he forgot all about the chalk, a piece of oblivion which he never sought to redress probably on account of the circumstance that there was no chalk going anywhere in the country and he went to the town only once in the year and that was not to buy chalk but to sell the produce of his 'rural industry' at the 'Sirkar school.' These blemishes in the constitution of Mr. Kurup's **Lyceum** did not fortunately hinder the yearly expedition of two or three agricultural boys, shy and silent, fathomless themselves but always fathoming, to the remote town school and thence to the Matriculation Examination to tell that iron autocrat of the young that there were souls here and there in the world who could, if they choose, make nothing of its wonted terrors. The headmaster would wonder from what mysterious place these profound pupils came only to admit them and even if from jealous motives he put them one below the class for which they were indisputably found fit they seldom went below the Fifth Form. Mr. Kurup having retired to the village after his unforgettable enterprise in the outer world of education not only not aspired to be known but was also incurably averse from being known. He had already become an artist concealing both himself and his art.

It was to this famous unknown educational home that young Ramakrishna was sent. The boy knew quite a lot of things already because he was thirteen years old and also because the agricultural village teacher had evinced a sort of partiality for him by excusing him the greater portions of his regulation alphabetical and arithmetical

courses. Ramakrishna was not exactly a sprightly boy. The death at an early age of his father had affected his temperament with a certain leaning to meditation if not to sorrow. He was always shy, often melancholy, occasionally dreamy, and mercurial like his companions only when the play-mood drunk with its own delight got the better of him rendering him oblivious to village, home and school. Although, however, children played in the village at all hours of the day there were few games organized with pure intoxication in view. Thus, at this impressionable time of his age few things used to run away with Ramakrishna's mind and he was in some real respects growing up different from other boys even without the adventitious aid of an alien language and culture.

Mr. Kurup never began at the beginning if he could begin anywhere else like the end or the middle. He was not known to have begun his 'teaching' of English with the alphabet or even with a primer. His favourite pedagogic sport was to pitch his innocent beginners into the very eddies of the language. He would often say to the pupil seeking *a*, *b*, and *c* a bit of Browning such as, "God is in heaven and everything is right with the world," refusing to doubt the health of his special brand of academical ethics. Mr. Kurup was perfectly mad for his madness was not even subject to being methodical. This is clear from the fact that he dealt with each boy differently. He started Ramakrishna on a sentence which was on a modest computation as long as the boy's breath was short. The direct method was still unborn even in the minds of the dreamers. Kurup was direct in the sense that the things he set his pupils

to do were their own inner knowledge. If he succeeded, which he made a point of doing always, it was just because he could not help being other than like himself in all he did and, even more, in all he did not do.

It cost Ramakrishna endless days and some seriously sleepless nights to swallow that sentence which, to speak the truth, was much like a trunk amputated from an elephantine tome. At first the unfledged recruit felt like fling from it to take sanctuary in the village temple or to bury himself in a haystack, but being by birth inadequate to these spontaneous intentions he had nothing for it but to remain under the shadow of Mr. Kurup and negotiate that heavy unattached lump of language as best he could. And he, wise man, for wisdom is not so very different from madness after all, gave little steer. If Mr. Kurup was not unaware of the formidable lions he was causing to stand in the path of his pupils he justified his conduct on the proposition that explanations only explained to the teacher while self-teaching illumined the pupils. Things he said had to be excavated from hard rock to be first amenable to possession and second to be worth possessing. There was no curing Mr. Kurup of his philosophy and Ramakrishna accordingly made up his mind, girded his loins and plunged into the fray.

Perseverance, the philosopher's stone, the everyday alchemy of all ordinary human beings, brings about great changes. In the case of Ramakrishna the initial obstacles rapidly shed their hostility often even threatening to become friendly. The struggle with the first sentence rendered the second less obstinate and the second rendered the third easy and the third twisted the

tail of the fourth to behave amiably. Within a few months Ramakrishna had laid by a respectable vocabulary of current coins shining with use as if new from the mint. Within a year the dawn of the foreign language had broken in his mind. The arithmetical sense came even easier. One problem led to another and there was no stopping and the journey was not without joy. When one really begins to learn one also really begins to enjoy. Within three years, to cut a long story short, Ramakrishna had become a finished article instinctively dreaming of the 'Sirkar school.'

Figure Mr. Kurup still seated on his stool in the pose of a Hindu god, silent, overseeing, smiling even more often than when we last looked at him. The captious critic might cavil and object that he was not responsible but could not move him from his stool. One day, however, he moved of his own free will with an air of going away. What he really did was nothing of the kind but to appear before the headmaster of the 'Sirkar school' in the town with Ramakrishna unfashionably but neatly dressed flitting in the background of him half anxious to come to the fore and half afraid to do so.

"One of these village intellectuals!" exclaimed the headmaster at the sight of the familiar phenomenon and with it he hailed the boy.

"And what do you want now?" came down the question from a tall figure in entire white and enskied, as it were, in a puggree from which streaks of a meandering vein of gold showed occasionally.

The slight little boy edged awkwardly forward and stood sprawlingly below the high eyes. It took him a space to command the

equilibrium equal enough to the critical nature and evident gravity of the occasion.

"I have come, sir, to join this school," said the boy after a preliminary effort to mobilise his English.

"What class is it you want to join?" interrogated that worthy trying to be dignified by suppressing as mile.

The young petitioner accustomed to the colours and cloaks of nature in the country hardly failed to appreciate the headmaster's effort.

"I like to join the Sixth Form, but—"

"But what?" thundered the long personality leaning perilously out of plumb.

Ramakrishna did not certainly expect such a sudden assault to supervene and sunder the one sentence into which he had thought to put some evidence of both his learning and his ability to apply it to a new situation. It seemed to him like cutting the tail of a kitten for coming and mewing and looking up and showing its paws. He stood, not knowing what to do and wondering fearfully what might occur if he did anything. But the headmaster was not slow in returning to the charge.

"You go to the Fifth Form," he pronounced. "You go to the Sixth Form next year. I don't want to examine you. You go to the Fifth Form and pay the fee."

As a matter of fact the headmaster was pretty tired of examining these boys brought out by an uncanny man from some unknown place. The hardy annuals were inevitable. Examinations were precious little use against them. They always managed to pass them by not outwriting themselves, better, by remembering enough was enough and, best, by answering to the point. Besides, this time something in the manner of Ramakrishna had given a fillip to his faith in his ability to make out boys without having them before a written examination. Whether this faith had a bottom to it or not the proceedings were eminently satisfactory to the parties, and Kurup went back to his immovable seat like a victorious soldier coming back from battle to the measure of 'one, two; one, two.' In fact there was only one Kurup in the land and even he, the only one, was not from god but from a miscarriage of the Matriculation Examination and as he had built up a stationary habit upon a stool it was unpredictable how long the insanity of his nature from which wisps of wisdom continually arose would last.

"Be a lamp to yourself," that was all he said to Ramakrishna when he and the boy parted.

(RIGHTS RESERVED.)

(To be Continued.)

ELEMENTARY SCIENCE: A NOVEL VIEW-POINT.

By

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In view of the fact that a great deal of interest has arisen for the subject of Elementary Science, otherwise known as general Science, in our schools since its inclusion as an examination subject, I propose to place in this article a few facts about it, both as regards its content and method of treatment.

In an investigation taken up by Ada L. Weckel (School Science and Mathematics January 1922, Vol. XXII) to determine the basic aims and the underlying scientific principles and fundamental concepts which occur most frequently in text-books of General Science, the investigator finds that there is a surprising unanimity in the aims and purposes of General Science, and, also in the subject matter included in the courses given. The prefaces of most text-books indicate that the writers recognise these aims:

To insure that the pupil acquires:—

- (1) An understanding, an appreciation and a control of the everyday environment;
- (2) An appreciation of the applications of science in industrial and social life;
- (3) A fund of valuable information about nature and sciences.

The subject matter includes such varied topics as

(1) The study of the atmosphere in its several aspects—physical properties and mechanics of gases, chemical composition, atmospheric moisture, weather, etc.

(2) The study of water—its physical properties, chemical composition, mechanics

of liquids, distillation, evaporation water supply, sewage disposal, house piping, etc.

(3) The study of the earth—its relation to the universe, soil origin, fertility, erosion, drainage, irrigation etc.

(4) Life on earth—plants, animals, bacteria, yeasts, moulds, hygiene and sanitation.

(5) Food and nutrition.

(6) Machines, work and energy—work of running water, simple machines, heat, light, sound, magnetism and electricity.

In another investigation taken up by Lois Meier (General Science Quarterly, November, 1924, Vol. IX) to determine the consensus of opinion among teachers of high school standard, as to "what materials should be offered in General Science to adolescent pupils, the investigator finds that many favour the more humanised type of science as against the teaching of the fundamental laws and principles of science.

In other words the materials for an Elementary Science course should be organised around problems of every day life, and there should be no such demarcation in it into physics, chemistry, botany, zoology, physiology, physiography etc., or even into physical science and biology as we have in our present S. S. L. C. Syllabus. The classification of the topics according to the logical sciences should give place to a classification according to the human interests involved. The most fundamental topic for a human being is his own body. Hence *human physiology* should have the lead in a

general science course. Appreciation and use of environment has been defined as one of the aims of a general science course; and the most important subject in our environment is *food*. For this we depend on plants and lower animals. So also for our *clothing*. Thus the pupils may be led on to the subjects of botany, and zoology of the specialists. From food and clothing in our country we pass on to sources of supply of the same from foreign lands. This leads us on to the subject of *communication with our neighbours* and *transport services*. Then there are many other things that contribute, to our well-being, comfort and enjoyment, such as *protection from diseases*. This takes us to hygiene and sanitation. We require houses to live in, and this leads us to the several *materials used for building*. Geology, botany and chemistry all can offer their share for this topic. Then may be taken up the *control of natural forces* by man, under which can be put all forms of machines, and energies that come under physics in daily life.

Such a method of grouping does not involve the introduction of any new subject into the already over-crowded curriculum, but does assuredly provide the much needed thread, giving coherence to the many "snippets" which find a place in all schemes of elementary science. This also offers the advantage of teaching this subject in the several classes according to the concentric plan. I therefore welcome this opportunity of laying this idea before teachers in schools of every grade primary, middle or secondary.

Next let me take up the method of treatment. "The mission of the older type of

teachers and of text-books in science was apt to be the teaching of principles which were, or were not, as fate decreed, applied to the interpretation of the environment. But the modern text-books and teachers do not teach principles and then apply them. They teach their pupils about the world and in the process, certain of the fundamental principles of science come to be definite realities." This leads us to ask ourselves, "should we start our elementary science teaching with the measurements of length, area, volume, density, etc. in the abstract? Is it not enough if we describe these methods as opportunities occur for explaining particular environments and revise the syllabus accordingly? For example, density and specific gravity might come in under food, adulteration and how to detect the same. Thermometers might be introduced when a disease like fever is taken up or under any other similar opportunity, and so on.

Here are a few ideas, my dear reader, for him who is interested in the revision of our S. S. L. C. Elementary Science syllabus; and if these ideas are sane, why not they be tried and tested? No doubt they are many difficulties on the way, the first and foremost being the supply of proper teachers who are acquainted with a general knowledge of all sciences. As it is at present a physical science graduate may not be able to take up immediately, the teaching of topics in natural science, or a natural science graduate the teaching of topics in physical sciences. But it prevents neither to become well versed in the other science group, for where there is a will there is a way.

HISTORY IN MIDDLE SCHOOLS

By

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(From a lecture delivered under the auspices of the History Section of the Madras Teachers' Guild with Khan Bahadur Abdur Rahim, B. A., L. T., I. E. S., District Educational Officer, Madras in the chair.)

The scope of the subject will be limited to the discussion of the following two questions:—(1) Does the present Departmental Syllabus in the History of India for the Junior Form need a revision in the light of the new A Group Syllabus for the S.S.L.C. Course and if so in what respect? (2) Should patriotism be taught through Indian History, if so, how?

To answer the first question a brief survey of the present syllabus and an inquiry into its effects on the pupils who have had the benefit of class-room and text book study, have to be made. An investigation in the form of a test was made and the answers of the pupils of the IVth Form studying in eleven different schools were considered. (Appendix A.). A tabular statement of the results and details explaining it are contained in (Appendix B). Appendix C gives a graphical illustration of the results grouped under definite headings.

From a glance of the syllabus and a perusal of text-books prepared in accordance with it, it will be abundantly clear that serious History is commenced from Form III.

In Form I the biographical element in a way preponderates. To begin with, the pupils are given a lesson or two on the Physical features of India and another on the diversity of race, not altogether an undebatable theme. Some jealous writers of text-books include the legend of Nacigethas, the subject matter of whose conversation with

Yama is sufficiently baffling to ardent students of Philosophy or as Yama himself is said to have admitted, baffling even to the Gods. Founders of religion and heroes of construction and destruction from Chandragupta down to George the Emperor of India are dealt with in rigid chronological order. A linking up of the march of events, chiefly political is, in the opinion of some text-book makers, not too high for the standard.

In Form II the lesson on Physical features is extended into one commensurate with any serious study of History. Detailed historical matter is catered to pupils in well defined chapters, beginning with the early inhabitants of India and ending with the advent of the European traders by sea-routes. There is certainly a scrupulous adherence to chronology. It should be noted in passing that the corresponding portions in the new A Group Syllabus are very much the same in substance. Only here and there a little more is added: for instance, parts (a) and (b) of the introduction and the inclusion of the names of a few more Dynasty that ruled between the years 300 B.C. and 200 A.D.

In Form III after a re-capitulation of the trade-routes between Europe and the Indies the pupils are taken through the dizzy conflicts that are described as the crossing of the swords, and led on from event to event till they are made fully to realise

the benefits of the British Rule. Some text-books close with a lesson or two on local self-government and another on the importance of the franchise, perhaps by way of an apology for Civics. This part of the syllabus, too like its earlier half, happily agrees in all major points with the corresponding portion in the new A Group syllabus.

The treatment of Indian History in Forms II and III is periodic, a method which is surely not abreast of the times. The repetition of the same main and sub-headings for the higher forms renders the task of the text-book writer somewhat difficult. He will be at a loss to know which to treat briefly and which to dilate upon. In any case, the text-book for the higher forms is bound to be unduly bulky.

Summary of the Investigation.

After this brief review of the present syllabus, let me address myself to the results of the investigation. It will profit History Masters to inquire where the pupils stand after a three years course. As some basis for an argument is necessary, the result of the test has been taken to serve as one. By no means is it sought to be made comprehensive or conclusive. The conclusions arrived at should be taken to be only of a tentative character.

South Indian History (I & XI.)—The percentage of right answer to these questions is 28.7, by no means flattering to note. The names of European nations are mostly mentioned as the sea-fearing people in India at the beginning of the Christian Era. The fact that the Chola and Pallava Kings have in a great measure contributed to the building of temple cities in South India, has left only a very feeble impression in the minds of some, while others are blissfully

ignorant. In answering question XI many have included Hyderabad as being situated in South India. Some would have Rajaputana too pulled down to the South. What is meant by a Native State has not been understood by a very considerable number of pupils who for instance include Madura. Thus it will be seen that a study of the Map of India calculated to enable pupils to mark out broadly Northern India, Deccan and South India on it, has had no appreciable advantage; or, would it be nearer the truth to say that it is often ignored both by the teacher and the taught as being too minor for pointed attention?

Sense of Chronology (II & III.)—The percentage of right answers to these questions which demand a very elementary sense of chronology is only 27.7. Very many pupils have not been able to name the century to which a particular year belongs. Types of errors noted are chiefly of two kinds, for instance B. C. 325 is noted as 3rd century. While 1191 A.D. is marked as the 12th century, 1911 is marked as the 19th century, most probably from an application of the rule for approximation in arithmetical calculations. Again the significance and importance of affixing A.D. or B.C. to the century have not at all been recognised for even in the correct answers such prefixes are safely omitted: and so done probably because they are already there in the question paper. Any way the results reveal that the pupils had no clear conception of time and are not therefore able to appreciate the passage of time in a list of dates or associate a hero of outstanding historic importance with all which his times stood for.

Memory of contemporary events and persons is very poor as judged from the not

high percentage of 37. Q. V. demands from the pupils retention and recollection of valuable records in History and failures in this are really deplorable.

Religious movements.—The figure for this question is comparatively high for the reason that the particular portion has just been covered in most of the schools in which the test was conducted. This shows what effect recency has on the minds of pupils. But is it too much to expect a little more increase in the percentage of right answers to this question?

Fiature of Facts.—This is the best answer of the questions as the figure 65.6 shows. It must however be a matter of regret that as many as 34.4 per cent. of the answers should be wrong. For instance, what idea of Indian History can a pupil have, who says that Hyder's defeat ended the Muhammadan Rule in Mysore? (This type of question may be regarded as out of date by some, and even objectionable by others. But however the examiner encouraged by his knowledge that such a type is often found in tests given to foreign children, has chosen to include it. It is usual to award minus marks for the wrong answers which, if done in the present case, alters the figure from 65.6 to 31.2.)

Local History.—The pitifully low percentage 14.5 of answers to question VIII shows that either the pupils have not travelled along through Mount Road or even if they had, they had not kept their eyes open to see those outstanding relics of immediate past. The highest percentage is 24.3, from the pupils of a school who have frequent opportunities of going about that way. In the case of pupils who had

no such opportunities the percentage descends to 5.5. This confirms us in the first supposition while the truth of the second is unquestioned. But it must be stated that even those pupils who are able to give the names of persons, hopelessly fail to mention any good deed done by them. Munro for Riotwari system, and Ripon for Local Self-Government had not sufficiently fixed themselves in the minds of pupils.

General Knowledge.—The results (30 per cent) show that the pupils' general acquaintance with some movements and places of historic importance and their grasp of the significance of some abbreviations in current usage are very meagre. It is almost irresistible for the examiner to dilate on the very amusing answers to these questions. But he will resist the temptation and confine his remarks to only a few of them. To many Peshwa is a town. They confuse it with Peshawar. Again to many Pratap Gar is a person, confusion arising from the name of Pratapsing. In these days when politics are the talk of street and vigorous election propaganda is carried on, the term M.L.A. has not been understood. Often it is expanded into Madras Legislative Council, 'A' has either been totally ignored or expanded into Council reckless of whatever else it may mean, "Indian cooking service" for I.C.S. is not uncommon in answers!

On the whole the meagre knowledge of pupils in respect of elementary matter in History is sufficient warning to History teachers to cry halt and reflect on the situation. To what causes then can the poor results be traced? The following appear to be the main causes in order of importance. (1) The syllabus and text books not being planned to suit the tastes and inclinations

of the pre-adolescent's mind. (An early introduction of a serious study of history; the catering of excessive political matter in rigid chronological sequence; the appearance of much unintelligible matter in text-books; the laboured style of most of them, a concomitant evil either of adaptations from or translations of, history text-books in English; the dearth of attractive text books in the mother tongue calculated to stir and capture the imagination of pupils, and the general exclusion of topics of current interest are instances in point). (2) Want of facilities for frequent excursions (3) The slovenly habit of skipping over historical terms in classroom and hanging the maps on the board or wall without any definite aim. (4) Time charts and lines not being extensively used and demanded of pupils (5) The stifling atmosphere created by the method of 'given,' by 'chalk and talk.'

Every history teacher knows how to make the best of the situation and to earnestly attempt to alter it for the better. Suffice it for the present to state that, at frequent intervals, attainment tests of the nature under discussion with alterations to suit local conditions and requirements, may be given and a lively interest in pupils, in the past of men and things around them, be aroused.

On some aspects of the syllabus.

A new situation has now arisen. Indian History appears as a compulsory subject along with the studies which had a more venerable claim upon the high school pupils' attention. Up to the present year Indian History appeared in the IV Form B Group and unceremoniously dismissed with that. The teacher could make no excursions beyond the fringe of 'the earlier Moghuls'. It was

therefore perhaps felt necessary, when a comprehensive idea of the progress of political events had to be given somewhere in the school-course and Forms II and III were chosen for that purpose. Now as things are altered, it is felt that an immediate revision of the syllabus for the Lower Forms is necessary.

The problem to be considered is in what class should serious study of history begin. 'Serious history' is generally taken to mean a proper understanding of the relation between cause and effect and a sense of the evolution of things.

It is an observed fact that such a study cannot be begun before the age of 12. (the case of the pupils of the higher standards of the Elementary Higher Grade School has not been taken into account, in consideration of the fact that the syllabus has to be framed on the reckoning that such pupils are 'leavers';) From the fact that age limit for the School Final Candidates is fixed at 15 it is assumed that the average age of the pupil of the II Form is less than 12. This leads one to the conclusion that a serious study of history should begin from the III Form rather than from the II.

In the I and II Forms biography as a material stands quite essential. But it is well to bear in mind that 'it is still only material to aid in building up a larger and more general conception. The writer of history seeks to narrate events as a whole so that the readers may secure a collective impression in which great personalities play a part assigned to them on the stage of National or Racial fortune.' The approach to the subject should be such as to awaken in the pupil a desire to seek for the explana-

tion of the now in the longer, and a sense of the relation between general and particular with the result that he should be made to welcome the efforts of the historian to put meaning into the flow of events. The instinct of the pupils to seek for cause and effect should be nurtured by good teaching until it becomes a settled habit. This business of nurturing is no less the work of the lower form teacher than his colleague of the higher form.

The first law to be borne in mind in the framing of any syllabus is that history is a way of thinking about events in space. The second is that 'Then' is necessary in order to understand 'Now.'

Let us for a moment consider the main street of our town. How many institutions are there that express values of our modern society. The business houses represent the economic foundation. The Municipal and Revenue Offices, and the Police Station represent administrative elements in society. There are also places of hygienic values. Schools abound, signifying that schooling is reckoned of some value in our modern society. The temples, Mosques, and Churches testify to some function expressed by religion. Instances may be multiplied. But the problem for the teacher is how much matter he will choose for class-room study from a host of things of varying values after a careful process of sifting and selection.

The syllabus, in any case, must be balanced representing all the main activities, achievements and purposes of the nation in particular and of mankind in general. The teacher should always consider himself to be the master and not the slave of the syllabus.

For example (1) if Shersha's postal system has to be taught, a simple bald statement, as may be found in any text book, will stir no interest in the pupil, but an attempt to link the past with the present under the law 'From the known to the unknown' will rouse in the pupil a desire to know how messages were sent in olden days and a brief review of the evolution of the postal system will result from class-room discussion. (2) Similarly the history that coins of different times have to tell will afford a beautiful lesson. Each one of us can thus multiply instances from his own study. But it is of paramount importance that the teacher should grasp the fundamentals of the syllabus.

(The teaching of patriotism through history will be dealt with as a separate article in the next number of this journal.)

Appendix (A).

HISTORY OF INDIA.

- I. 1. Who were the sea-faring people in India in the beginning of the Christian Era?
- 2. In whose time was Mahabaliparam built?
- 3. In whose time was the Tanjore temple built?
- 4. Write the name of a big hall built without the use of timber in South India.
- 5. Write the name of any hill-fort in South India.

II. To which century does each of the following dates belong?

B.C. 525.....B.C. 325.....A.D. 1191.....
A.D. 1911.

III. Put in blank spaces 2, 3, etc., arranging them in order of time :—

Baber,.....Harsha,.....Muhamad Ghazni.....
Asoka,..... Kanishka..... Mirjafar,.....
Sivaji,..... Shajahan,..... Lord Ripon,...
Warren Hastings,..... Ramanuja,.....
Lord Buddah. 1.

IV. (1) Who was the Maratha King in the time of Aurangazeb?

Religion.	Century In which flourished	Founder	Tenets.
		Mahavira	1. 2.
Buddhism			1. 2.

VII. Read, and if the statement is correct put, ✓ if wrong put X against it :—

- (1) Asoka spread Hinduism in foreign countries.
- (2) Clive won the battle of Plassey.
- (3) Hyder's defeat ended the Muhammadan rule in Mysore.
- (4) The sacred books of the Dravidians are called the Vedas.
- (5) Humayun built the Taj.
- (6) Hampi was the capital of the Maratha Kingdom.
- (7) Nanak was called the "Lion of Punjab."

VIII. Write down the names of persons whose Statues you see in the Mount Road (beginning from Fort-St-George—Walaja Gate—and ending with the Elphinston Picture Palace, Round Tana.) Write against each any good deed he has done to deserve a statue. (One deed will do).

IX. (a) Who is the present Viceroy?

(2) Who was the Queen of Ahmednagar in the time of Akbar?

(3) Who was the Nawab of Arcot in the time of Clive?

V. Write the name of any important book written in the time of :—

- (1) Chandragupta Maurya.
- (2) Akbar.
- (3) Harsha.

VI. Fill up the blank space in the following :—

- (b) Who is the Governor of Madras to day?
- (c) Who gave Madras to the East India Company?
- (d) Who was the most important man that helped to introduce English Education in India?
- (e) Which is the oldest settlement of the English in India?
- (f) What are the present French Possessions in India?
- (g) Which is the Island City in India?

X. What do you understand by :—

- 1. Bhahmo Samaj.
- 2. M. L. A.
- 3. Taxila.
- 4. Pratapgarh.
- 5. Peshwa.
- 6. C. I. D.
- 7. I. C. S.

XI. Write out the names of Native States in South India.

Tabular statement of the results.

—	Question.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Schors.	No. of pupils examined.	PERCENTAGE OF POINT										
A	37	16.2	72.3	18.9	60.3	18	38.5	45.1	10.8	36.6	39	25.6
B	76	52.8	45.3	25.3	66.2	35	58.2	85.1	21.3	47.3	32.3	37.2
C	31	40.6	56.6	24.9	79.1	15.6	67.2	81	12.8	36.9	19.7	19.8
D	34	41.4	22.8	46	66	33.3	37.5	67	7	40	26.5	25
E	21	20.8	7.1	4.5	47.2	12.5	55.7	66	19.2	22	17.2	9.3
F	31	33.3	70	30	80	5.4	10	70	10.5	31	13	13
G	19	61	50	15.3	54.3	35	59.8	69.9	17.1	39.1	24.8	26.3
H	9	4.5	27.7	12	37	26	15	66	5.5	40	12	2.8
I	34	11.8	19.8	16.8	51.8	4.8	32.7	34.1	9.2	25	18.5	20.6
J	40	24.5	11.2	23.6	26.6	12.5	16.2	63.2	21.2	39	27.1	11.2
K	40	13.5	51.2	12.3	24.2	3.3	22.5	59	6.5	15	15.2	30.7
Average for pupils.	378	32.5	40.5	22.9	55	18.9	43.4	65.6	14.5	35.4	24.3	23.9

Appendix (B)

Note 1. With the exception of 'k' all are city schools.

Note 2. In selecting groups of individuals for the conduct of this investigation the following criticism of a high authority on group tests has been kept in mind.

"The investigator, who has conducted a piece of research with a limited group of individuals and who wishes to generalise the results of that research applying them to a larger population of which his group is a part, is faced with urgent questions concerning the adequacy, the representativeness and the randomness of his sampling".

Note 3. The process of assessment:—

Every correct answer is awarded a point. The total number of points for the paper is 67.

The percentage of points secured by a school for a particular question = $\frac{P \times 100}{N \times Q}$ where

P represents the number of points got by the School as a whole.

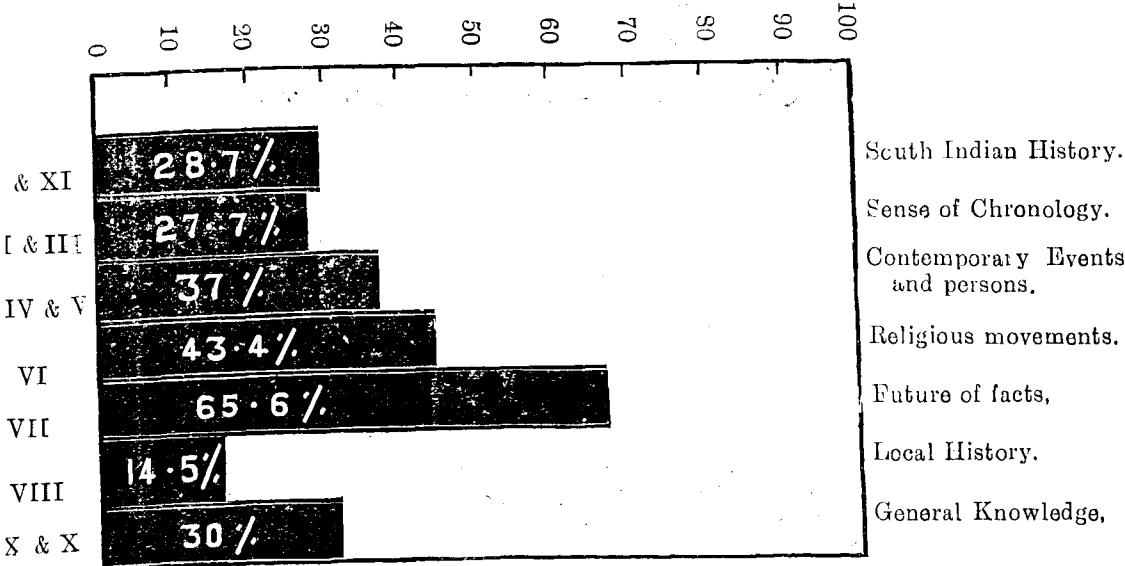
N represents the number of pupils examined.

Q represents the number of points for the question.

For instance in school A the number of points gained by the 37 pupils for question I was 30 out of a total of 37×5 . Hence the percentage of points secured by the school = $\frac{30 \times 100}{37 \times 5} = 16.2$.

Note 4. In Question III points have been awarded to answers that show at least any four of the names arranged in order of time: if less than four, wholly discounted.

APPENDIX C.



SONG TO JUNE.

June !
How sweet is June.....
Just now, in yonder Lane,
Where I was meandering
Drunk with the glory
Of Gods great wonders,
June, dressed in glad array,
June, gaily singing,
Met me, and touched my cheek
With her lips gently,
Glanced with her dewy eyes
Shining with laughter,
Spread out her rosy arms
Laiden with Summer blooms,
Waved them across the trees,
Over the verdant fields,

Straightway the hedgegrows shone
In a green glory,
Harebells and dog-roses
Rose to her smile.
Slowly she went her way
Radiant and charming,
Waking the sleeping flowers
Scenting the clover fields.
When she goes back to God
Laiden with flowering buds,
I pray that He will hear
Thanks from my fervent lips ;
For, in my grateful heart,
June lives for ever,
Lighting my darkest hours,
Healing my pain !

Leland J. Berry

EDITORIAL

The German Universities :

The Deutsche Akademische Anslandstelle (the German Universities' Foreign Institute) has brought out a guide-book which gives useful information regarding the facilities that are offered to foreign students in Germany. The German Universities have, through their strenuous work extending over a number of years, won for themselves an unquestioned pre-eminence in the various branches of knowledge and their contribution has been admitted to be remarkable. We are told they were confronted with a serious financial crisis immediately after the great war, and there can be no greater testimony to the cementing influence of culture and knowledge than the spontaneous and generous help which the thousands of foreign students have readily extended to their **almamater**. These students who have received their training in the German Universities have helped them "to win the desperate struggle against the threatening collapse."

There are a few outstanding features in the German Universities which we should like to mention at the outset. In the first place, these Universities are all of them "state institutions", and "Universities administered by private foundations or by religious groups are unknown in Germany". Here is a point which may be very disconcerting to those self-complacent Sir Oracles in our country who talk airily that University education is not a matter for the state but should be left to private effort. Though the German Universities are state institutions, they enjoy a large measure of independence. "The University is governed by a

rector (president) and the Senate. These are chosen by the whole teaching body from their own ranks. Neither economic nor political organisations have any voice in the choice." Secondly the German Universities are not concerned with the award of various ordinary degrees, such as Bachelor's degree or Master's degree, which forms a prominent feature of the English Universities and those modelled on them. The degree of Doctor is the only degree that is conferred by the University, and it does not carry with it any privilege to hold any office. The third point about these Universities, which is closely connected with the prevailing atmosphere of pure research, is the freedom from examinations. Very few examinations are conducted by the Universities and all those who are keen on qualifying themselves for public service or for any learned profession, should appear for the state examinations conducted by an official state body. Students are at liberty to choose any course and attendance is not compulsory. But the facilities that are afforded to students are such that they are stimulated to work vigorously and to make the best use of the opportunities. The older Universities have constituted four Faculties comprising the different branches of knowledge. Alongside of these Universities have developed institutions of equal importance, which are commonly known as Schools of Technology. These schools offer instruction in special technical branches, such as agriculture, mining, forestry, etc. The lectures and courses are so arranged that it is always possible for students who pursue a special line of study to attend courses of lectures on philosophy, literature and art.

The German Universities have thrown open their doors to foreign students, and in recognition of the generous help rendered by them after the war, the authorities are eager to afford all possible facilities to students coming from abroad and to make their stay comfortable. The hostel system does not seem to have been adopted to an appreciable extent but the student-houses that have come into existence in some centres as the result of the vigorous wide-spread student movement known as "*students' self-help movement*" are prepared to admit foreign students without restriction. The institute for foreigners, which corresponds to the Information Bureau, is willing to look to the needs of foreigners and to advise them properly. The numerous mountains and forests, the beautiful landscape, and the well-known health resorts which attract a large number of tourists, have a charm of their own and arrangements can be easily made for vacation trips to suit the convenience of foreign students.

* * *

The "Oxford Spirit"!

The ancient University of Oxford will not feel happy at the way in which the Hon. Minister for Education one of its **alumni**, has been handling questions of public importance. The answers which he gave to questions put at the last session of the Legislative Council regarding the educational services do not show that he has, in any measure, imbibed the real spirit of Oxford. It has come to be generally regarded that the training in Oxford or Cambridge will help one to free himself from the narrowing influence of vested interests and also to bring a detached spirit to bear upon im-

portant problems. We are sorry to see no indication of such influence in the minister for education. The ancient universities will have no reason to thank him for the unsolicited advertisement he had given, and they would not certainly like that the degress they conferred should have been sought primarily for the market value which the minister for education and men of his way of thinking were disposed to attach to them. What is really surprising is that the minister should give expression to sentiments which are opposed to those held by persons in higher quarters. While pointing out the undesirability of such a large influx of Indian students into the foreign universities, the Report of the work of the education department of the office of the High Commissioner for India for 1927-28 states that it should be made clear that a "British degree and training is no longer an essential qualification for service appointments." The Minister's reply to the questions put in the Legislative Council should therefore be regarded as a mere *cam a flouge*. Time was when one frequently heard of "British character" in connection with services. It required a sustained agitation on the part of eminent political workers to do away with certain restrictions which tended to operate against the Indian graduates. The result of the agitation showed itself in a new orientation of the policy in respect of recruitment and promotion. It was only about ten years ago that the Secretary of State for India called upon the Madras Government to promote permanently to the Indian educational service Indians holding degrees of our university. When a few fresh places in the Madras Educational service were sanctioned some years back the degrees of

the Madras University were not considered inferior and officers in service were promoted to the Madras Educational service. Why should the Minister for Education show undue preference of **foreign degrees** though they are not research degrees. The body that is really competent to lay down the qualifications of teachers engaged in the teaching of different subjects in colleges is the University, and it does not seem to have shown any such preference. There is such a thing known as **continuity of policy** and a sudden departure which is likely to hit hard a large number of competent officers cannot be made except for valid reasons. The old slogan of "British character" is attempted to be re-installed in a new garb and it is necessary that members of the Legislative Council should realise the seriousness of this aspect of the question. The procedure adopted by the Minister is as inexplicable as his preference of a foreign degree is novel. Is it in the best interest of education that the vacancies which are proposed to be filled up should not be advertised at all? Should it be left to the whim and fancy of the Minister to decide whether vacancies may be filled up by direct recruitment or by promotion from within. The prime consideration which should weigh with the Government in regard to the recruitment for educational services is the interest of education and we cannot refrain from pointing out that this point is not given the consideration it deserves. As for the elimination of the political influence, it is enough to invite the attention of the authorities and the public to the significance of the following passage in Mayer's Federal service: "In any attempt to divorce a public personnel system

from politics or related improper forces, the obvious point of attack is the system of selection. So long as politics dominates, or has any substantial influence in, the process of initial recruitment no substantial progress can be made in eliminating it from the administration of the personnel system proper. . . . To discuss at length the evils which flow from the selection of the administrative personnel of the Government on political grounds instead of on merit is unnecessary. They are too obvious and too widely recognised. . . . The local employee who is selected for political reasons remains an active political factor, at all times more or less under the eye of those politicians to whom he owes his place, and politics attends his footsteps at every point in his official history."

* * *

The Madras University

A meeting of the Senate will be held on Friday the 18th October. Many of the official items relate to alterations in the existing laws which require the formal approval of the Senate. We are glad to see that Mr. Alladi Krishnasamy Aiyar has come forward with an endowment of Rs. 3,000 for instituting a lectureship styled as "Sundara Aiyar—Krishnasamy Aiyar Lectureship." According to the terms of Endowment, there will be delivered every alternate year one or more lectures on (a) Public International Law or (b) Inter-State relations of Indian States and British Indian Provinces, or (c) comparative legislation. It is refreshing to find that the donor should feel that the committee entrusted with the

work of selecting the lecturer should have sole regard for merit.

* * *

The public may be aware that the fees for different university examinations were recently enhanced and that new fees were also being levied for exemptions, diploma, etc. The levy of such fees was not at all justified when there was a large surplus under the Fee fund account. Those who objected to the enhancement or levy of fees feared that the large surplus would ere long lead to extravagance.

We are yet to have our library buildings and research laboratories and the Syndicate will be well advised in withdrawing the proposals for the appointment of the overseer and wireman. There are some resolutions among those of which notice has been given by members, which are likely to come up for serious discussion at the meeting of the senate. There is a resolution for the appointment of a Retrenchment Committee and members of the senate who are conscious of the limited nature of the resources should be willing to support this resolution so that the financial position of the university may continue to be stable. The Government intend to introduce the system of Block-grants and a resolution has been tabled to raise the question of constitutional propriety involved in the procedure adopted by the syndicate with regard to this question. Mr. P. A. Subramanya Aiyar has given notice of his intention to move a resolution recommending to the academic council that the percentage required of S. S. L. C. candidates for eligibility be reduced from 40 per cent. to 35 per cent. in English and

Vernacular. We understand he has gathered figures from different schools scattered throughout the presidency to show that the new rule will cause great hardship. If the rule which is proposed to come into force in 1930 had been applied in the year 1929, the results in many schools would have been unsatisfactory. The Academic Council was prevailed upon to raise the standard by fixing 40 per cent. in English and 40 per cent. in the second language since the principals of colleges seemed to have reported that students were not able to follow the courses and were found to be weak in English. It is an open question whether the university should not be at liberty to fix its own standard. But circumstances in our presidency are peculiar, and most of the students who appear for the S. S. L. C. public examination will be anxious to join the university if they can. The cry of the "slaughter of the innocents" will be raised and the academic council will not be given a moment's peace. The proposition of Mr. Subramanya Aiyar will, we hope, receive careful consideration of the senate and the academic council.

* * *

Women's Education in the Madras Presidency.

In our last issue we considered the recommendations made in the Report on the Development of Women's Education so far as they related to elementary education. In the present issue we propose to consider the recommendations made in respect of secondary education.

While recognising the need for the expansion of secondary education of girls and the

provision of additional facilities therefor, the report observes, however, that it is neither possible nor desirable even to bring it up to the level of that of boys and thus wipe off entirely the very great disparity that there is at present between the secondary education of boys and that of girls. The report discusses the possibility of utilising the existing agencies for future expansion and arrives at the conclusion that no great expansion can follow if reliance is placed on local bodies and aided agencies. So far as local bodies are concerned, it may be safely stated that they can never be depended upon for the expansion of secondary education of girls. In the first place, all their funds will, for a long time to come be required for elementary education. Secondly, the administration of elementary education and of the secondary education of boys by local bodies has not been all that could be desired and it does not therefore seem desirable to entrust the administration of the secondary education of girls to them. The aided agencies which are shy at present even in respect of the secondary education of boys cannot be expected to contribute very largely, or even moderately, to the expansion of secondary education of girls. The management of secondary schools for girls is more costly and difficult and with the existing grants-in-aid system no aided management will come forward to open new secondary schools for girls. The report therefore concludes that the only agency which should come forward and open more secondary schools for girls is the Government and recommends accordingly the establishment of 100 Middle and 20 High schools for girls within a period of ten years and the opening

of special schools for Muslim girls and a larger number of schools in Malabar and South Kanara. The cost of these proposals is estimated to be Rs. 61,000 in the first year and, rising gradually in successive years, is expected to rise to Rs. 17.5 lakhs ultimately. The report also recommends that though these schools will be Government schools, their management should be transferred to a committee composed entirely of women. Each District Secondary Education Board is to return one member to the Board. The Heads of Government Secondary Schools for Girls are to send four of their number. The Inspectresses of Girls' schools and the Deputy Directress of Public Instruction are to be *ex-officio* members of the committee. The committee is expected to meet for the transaction of business once a quarter.

These proposals, though they may seem sound and desirable, are yet not feasible of adoption in their entirety for more reasons than one. First, it is extremely difficult to find the funds necessary for the purpose. Secondly, there is the still greater difficulty of finding qualified teachers for these new schools. Though in the Introduction to the Report it is stated that little difficulty is to be experienced in the matter of the staffing of the new secondary and training schools and the inspectorate with qualified women graduates, experience since the publication of the report appears to have been otherwise. It is understood that for want of qualified women graduates men have been appointed to several of the posts in Schools for girls and to the posts in the inspectorate. If conditions are such when high qualifications are not demanded and when a woman is appointed

irrespective of the fact whether she knows the vernacular language of the locality or not, the situation is not likely to be any the better, when schools are opened in increasing numbers and when the department has regard to the fact that the person proposed for appointment knows the vernacular language of the locality. It therefore seems necessary to proceed cautiously and slowly and make sure of the ground covered before attempting further increased expansion. One of the reasons for the dearth of qualified women graduates this year is reported to be the reduction recently made in the pay and allowances so far given to women graduates. These rates of pay and allowances were themselves felt to be inadequate and it is therefore a pity that the Government should have been so shortsighted as to order a further reduction in them. The service must first be made attractive so as to secure and retain the services of an adequate number of qualified persons in the several language areas. Lastly, the proposal for the appointment of a committee composed of nearly forty women for the management of the Government Secondary Schools appears to us to be phantastic. This committee is expected to be an executive and an administrative body, and is it seriously expected that it will be able to discharge its duties regularly, efficiently and satisfactorily, more especially when it is expected to meet only once in a quarter? There are also other points to be considered in this connection, such as the danger of introducing extraneous considerations in the administration of secondary schools for girls, and we therefore hope that Government will consider the recommendation well and deeply before coming to a decision.

The recommendations regarding the need for providing a new type of secondary schools for girls and making the instruction imparted in them more varied and practical are however worthy of earnest and serious consideration. Realising that, under the existing social conditions, most of the Indian girls would leave school at the age of 12 or 13, the report recommends the opening of a new type of secondary school where the course is completed in the III Form and where provision will be made for giving education of a practical character which will fit the girls better for the life which they will have to lead. It is also rightly insisted that the medium of instruction throughout the course should be the vernacular and that English should be only a second language. This point cannot be sufficiently emphasised in the case of girls' schools. If the secondary education of girls has not so far advanced as much as we would wish, one reason for it is that the education did not lead to anything and had little relation to the life which the girls would have to lead later. Again, while it is stated in the Madras Educational Rules that instruction in the non-language subjects should be through the vernacular to the end of the middle school course, the rule is honoured more in the breach than in its observance. It is not uncommon to see even the preparatory classes of a secondary school for girls receiving instruction through English. If it is recognised how educationally unsound such a practice is, it should not be difficult for the department to put a stop to it. The report also recommends the institution of a public examination at the end of the III Form course. It is expected that the possibility of obtaining a certificate on the

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results of a public examination will lead to greater progress, as a larger number of girls will then be induced to stay longer at school, and complete the middle school course. The evils of a public examination are too many and such examinations should therefore be confined to the limits and spheres where they are absolutely necessary. We cannot agree that such an examination is at all necessary for girls and we are afraid that the evils resulting therefrom may take away from the soundness and efficiency of the education given in schools.

As regards the High School course, the report points out the need for making

Domestic Science compulsory up to the end of Form IV and the widening of Group C so as to admit of the inclusion of a large number of subjects suited to the talents of girls. These suggestions have been given effect to in the revised S.S.L.C. scheme recently approved by the Government. Domestic Science has been made compulsory up to the end of the VI Form course, Indian Music and Applied Art have been introduced as additional subjects under Group C and any other subject that may be found useful can be easily included in that group.

THE LIBRARY MOVEMENT—(Published by the Madras Library Association: Price Rs. 2.)

The Madras Library Association deserves to be congratulated on the publication of this neatly got up handbook. As his Excellency Lord Goschen says in his message to the publishers, 'The Progress of Education in this country is hampered by the absence of libraries to which the poorer students may go for any information or book he may want'. The Library Association has as its aim the spread of literacy through the Library movement. Public opinion in this country, is yet not as strong as it ought to be about the need for Libraries. The aims of the Association can be achieved only if every one in the country is convinced of the values of Libraries. In publishing this collection of papers by different persons who can write with authority on this subject, the Association invites the attention of the public to the urgent need for the establishment of Libraries. The publishers have very wisely included in the book, papers written not only in English but also in all the South Indian Vernaculars. They are available, separately for distribution in rural areas, where the need for propaganda is very great. We hope that all those interested in the library movement will take advantage of the offer and thus help the Association to fulfil its objects.

The Teacher on Holiday.

Prof. Sir John Adams, continuing his series of articles on *The Teacher: Types and contacts*, puts in a vigorous plea for facilities for travel for teachers: He says, "Truth to tell, the matter of holidays subtends a very big angle in the minds of teachers and of those who are thinking of being teachers. It is part of the emolument of the profession. . . . Teachers will be well advised, however, to take great care in the attitude they adopt in speaking of holidays in connection with their profession. It is poor policy to claim, as some of us do, that we need longer holidays than others because our work is more severe. The wise among us can readily picture the contemptuous grin of the harassed businessman as he hears our claim. . . . In point of fact there are symptoms of a move quite in the opposite direction from that the teachers would like or expect. There is a distinct move in the air in favour of longer school hours. This does not mean more work for the pupils. . . . This new move is in the direction of increasing the school hours so as to give the pupils more free time out of the school. . . . The idea is that the same amount of teaching be carried on as at present, but that, instead of the pupils taking a certain amount of work home with them, this individual work should be done by the pupil in school, so that when the later school bell rings at, say, six o'clock, the pupils pack up their books, stuff them in their desks and start for home, free boys and girls, till next morning's school bell calls them back to prison.

'The public will think little of how the teacher feels in the matter. . . . In this little struggle let us, as in real warfare, give up the frontal attack on the callousness of parents and the public, and see what can be done on the flank. . . . Leaving ourselves entirely out of account, we can plead the cause of our pupils, knowing that in so doing we are pleading our own. . . .

'A tired teacher means a mishandled pupil: so does a narrow teacher, a socially awkward teacher, an untravelled teacher. Treating the pupil as a stalking horse we can get an excellent shot at the T. B. M. (Tired Business Man) by using his own criticism of us. If it be true, as he himself maintains in season and out of season, that we are narrow in our views and restricted in our sympathies, it is clearly to our pupils' interest that we should have opportunities of widening our range and getting into touch with the big outer world, and of learning

from men in general and the T. B. M. in particular. . . . The teacher can overcome the limitations inherent in the school room only by easy access to the big busy world outside it.

'This is recognised in a practical way in the nation that stands at the very top of the class of practicality. . . . America has led the way in establishing in universities, at any rate, that glorious institution, the Sabbatical year—one whole year in seven during which the jaded mind of the instructor is allowed to recuperate. I had nearly written 'lie fallow' but my professional **daimon** was in time to whisper that it would never do to put matters in that way. For the unleashed instructor is expected to spend the year in such a way as to increase his fitness for his job. . . . If the seventh year Sabbatarian is really worn out, the best plan may be to take a liberal rest and lie metaphorically on his back. In some cases the University authorities make allowances for this sort of thing, permit it but do not encourage it. The regulation sometimes runs; a year with full salary, if the instructor engages in research or goes abroad; half salary in other cases.

'With us who have not yet reached the glory of the Septennial Sabbath, our teachers are keenly alive to the advantages of using our vacations for purposes of pleasant research of a strictly extra-mural kind in human nature. . . . As a nation we are accused of insularity and as a profession we are said to be exaggeratedly insular. The charge both against nation and profession is much less justifiable than it used to be and the increased travelling of our masters and mistresses to a large extent accounts for the change." Sir John Adams then refutes Roger Aeschams dictum against travelling and quotes an American writer:

"Mamma will keep her boy at home, and guide herself and teach him:
Lest bitter pain from Leathern thong or birchen twig should reach him.
And so mamma by thee alone let the dear boy be guided:
He'll be so safe within thy home, and such a fool outside it."

"The modern view," says Sir John, "is all in favour of letting the young see as much of the world as possible. Witness the enormous development of the *Wander tag* in Germany and the important share it is taking in the new Youth movement there. But the encouragement of travel has spread to the teachers all

over the world, though naturally it shows itself most markedly in America where teachers have always had a roving tendency.

'We must realise that besides the joyous private adventure travel, that the teachers' ordinary vacation makes possible, there is now a growing exchange system by which the teachers of one country may exchange with teachers from another. Naturally at present this is mainly between countries using the same language. But the need for exchange is greater between people who use different languages. The advantages in the way of international amity are obvious and can be readily attained by patriotic teachers with a cosmopolitan spirit.

'But till this system of exchange has been vastly more extended than it promises to become in the immediate future, the teachers must depend on themselves to gain that breadth and culture in certain directions that only travel can bring. The radio and the cinema have done much and will do more, to widen our range, but when all is said the only way to understand a people is to go and see them, and if possible to mix with them. So keenly does the profession realise the need for foreign travel that among themselves teachers are making collective arrangements for excursions to foreign lands...This is excellent so far as it goes. But the results are not quite as valuable as those that come from independent travel...Just as in the matter of books the teacher should read widely in directions that have no specific bearing on his work, so in travelling he ought to go to a great many places that interest him as *Mensch*, even if they have no direct importance to him as teacher.

'After a good human holiday, the teacher comes back better fitted for his professional work, even if he has not visited a single museum or picture gallery. He has met different types of people, has experienced different ways of eating, and drinking and playing. He has taken a deep bath in the great pool of humanity, and therefore is more at home with himself and the world than he was before.

'We are getting more and more used to the idea of parents taking some personal interest in the schools and staffs that are concerned with their children. It is worth while noting that a good many of these meetings between staff and parents should be arranged for the early part of the session, when the teachers are still wearing the socials unburnt that inevitably results from a happy holiday. Parents cannot help under those circumstances seeing that a fairly long holiday for the teachers is to the advantage of the pupils.'

The Education of Parents.

By Mrs. A. H. Reeve.

One of the most striking addresses given at the Conference organised by the Home and School Council in London in June last was that by Mrs. A. H. Reeve, the President of the International Federation of Home and School, (From the New Chronicle)

In the United States, thirty-five years ago, the movement for parental education started with the idea of inaugurating a centre for the information and guidance of the parents of the pre-school child. The demand for formal organisation was met by a little handful of people who felt that it might be possible to establish in Washington a clearing-house for knowledge and guidance of importance to parents and teachers. The kindergartners were the first to realise what parental ignorance was doing. They were interested in pushing this movement, and there were also some far-seeing educationists who had attempted to meet the parents of their children. The advantage of parent-teacher co-operation soon became evident. Hitherto when the child entered the school doors a barrier had been set up which the parent never thought of crossing. When parent-teacher co-operation became established, this barrier was broken down.

Early Blunders.

At first a great many mistakes were made. The parents prepared to reform the teachers, the school system, the schools, and they made frightful blunders. But at the bottom the movement was sound. Gradually the parents began to discover that they did not know so much about parenthood as the teachers knew about teaching. The parents had to measure themselves against professionals, and they discovered they had a great deal to learn.

For about twenty-five years the movement grew slowly. About eight years ago a new policy was adopted, and from that time the movement spread like wildfire. There are now 1,350,000 members. It is essentially a national movement, i.e., it starts from the top and works downwards. This method has succeeded admirably in the United States.

The National Organisation.

The National Organisation of Parents and Teachers starts with a national group. The States are the branches of the national tree. The National body does not dictate the policy but it is the centre to which every State send

its delegates. Every policy and plan is submitted to the delegates. In the States there are 48 different systems of education, each State having its own. Therefore it is impossible for the details of application to be settled by the central body. These are left to the local branches, but the main outline of policy is the same throughout.

The National Convention meets every year, and the policy is settled for the coming year, and round-table conferences held on every subject of value to parents or teachers.

The State branches are independent self-governing organisations, governed by the rules laid down by the National Convention, but which do not refer to details.

The Big Three.

"There are three points which all our organisations have to observe," said Mrs. Reeve: "(1) We demand that this organisation as a whole shall be non-sectarian. We are concerned with methods, not with principles. A love of children is the common ground on which every one must unite. (2) The organisations must be non-political. They must not be used for electioneering purposes. (3) They must be non-commercial. By that we mean that, say, a publishing company must not be given an endorsement by one organisation and use that endorsement for selling its books throughout the whole country. With these three requirements all our organisations must comply.

The County Unit

"The State organisations are again divided into counties. The county unit is the unit of interest. It is the intensive local unit. Instead of holding only one conference a year, the county has perhaps four. It is not a movement of organisations, but of individuals. It is impossible to make a child better or worse by an organisation alone. It is absolutely necessary that the organisation shall be a channel through which to reach the parent or teacher who is dealing with that child, or the citizen who is setting up a pattern of living for that child. Now the members of the associations, not the district organisations, belong to the National Convention. Every year they are brought into contact with each other through this agency, and

every parent and every teacher goes away determined to be a better parent and a better teacher because of that contact.

"The parent-teacher organisation is a movement which encourages people to do the thing themselves. The experts in the various branches of child welfare—health, recreation, psychology, and so on—dictate the policy, but it is carried out by the individual parents and teachers. It brings education in regard to child welfare down to the individual. We feel that this organisation has an enormous power in that it can mediate between the knowledge of the experts and the ordinary person on some thirty or more subjects directly affecting child welfare. There is no possibility of having two inimical views on say health, or recreation. We have one sound view, which spreads out through the country.

"Pre-school Associations have been founded in the same way. They are not so thorough as the study groups, which are another side of the work, and are developed inside the parent-teacher associations.

The Common Love of Childhood

"The fact of democracy has been one of the great features of the movement. The movement spread most rapidly in the State schools, but there are associations in some of the private and the parochial schools. It is equally successful in both town and rural districts. The common love of childhood is there. It presents a means of parent education, of unifying the life of the child, and of establishing standards in the home, the school and the community. When we talk over our problems we know that we cannot solve them. There remains that third great factor, the school of the street, that often nullifies the best we can do, so that only by combining together can we change the complexion of the community. We find that we do not know it all. We are learning every day. There must be no friction between the three factors if they are to have any kind of a common standard. There is no possibility of separating the factors. We must have some sort of an organisation to bring them together, and transform the complexion of the life of children. Mental, moral and physical education all have their place, but we emphasise the need for the same standard of education for all children in the home, the school, and the community."

NEWS AND NOTES

SOME NOTES ON

The Formation of a Local Parent-Teacher Association.

Object

The object of a Parent-Teacher Association is to give opportunity for closer co-operation between parents and teachers, home and school. The subjects of discussion approached from the double view-point of the teacher and the parent include general child study, specific problems of child development, the technique of education, matters of special interest in school and home life. The pre-school life of the child is clearly a factor of great importance from both stand-points. Many flourishing associations already exist in connection with schools of various types—secondary, elementary, infants, nursery, private and others.

Method of Formation

The formation of a properly constituted Parent-Teacher Association obviously implies the sympathy of the Head Master or Head Mistress. Experience shows, however, that such Associations often arise out of informal meetings between parents and teachers called once or twice a term. These meetings are often social in character. Sometimes an address is given by one of the teachers or parents on some educational subject of general interest. Any keen parent who can interest other parents and teachers, or any keen teacher who can interest other teachers and parents may be instrumental in setting on foot these informal gatherings. A Parent-Teacher Association, comprising parents and teachers of the whole school has been known to originate from the very small informal meetings of a few of the parents and teachers. Interest soon develops and spreads as soon as any of the teachers and parents associated with a school begin to meet together. The informal meetings may continue until the time seems ripe for the formation of a regular Association with officers and a definite programme. Almost always the informal method of beginning has proved most successful. The secret of creating and maintaining interest is to have a full and definite programme whenever the parents and teachers are called together, and to keep routine business to the minimum. The chance of an attractive lecture, followed by discussion, is often valuable as a send-off.

Inaugural Meeting.

The inaugural meeting of the Parent-Teacher Association should be called by the Head Master or Head Mistress or by any teacher specially deputed to do this work. An invitation should be issued to all parents and guardians of children attending the school and to every teacher. Teachers and parents from schools where Associations are already running or others specially interested in this development, will sometimes help by their attendance or by giving an address in support of the formation of the Association at the inaugural meeting.

Membership

In some Associations a nominal annual sum of 2/- or 1/- is charged to cover expenses. Parents of past scholars often like to come into membership and in some keen Associations there are life-memberships. In other Associations there is no membership fee, but expenses are met by collections. The cost of running a successful Association need not be at all heavy. Where expense is a difficulty it can be reduced to a very modest sum. Meetings can be held sometimes at the school, sometimes at the houses of the parents. Invitations to the meetings may be taken home by the children to save cost of postage. For schools in very poor districts where it is not possible to ask for membership fees nor to take collections at the meetings, funds can be raised in various ways. In some Associations only the simplest and homeliest subjects can be treated. In all cases a real effort should be made to encourage free discussion on the part of the parents as well as the teachers.

Officers

The officers of the Association should be divided as equally as possible between teachers and parents to ensure a real co-operation. They usually include President (who may be a teacher or a parent or some person of local standing connected with the school), chairman, secretary, treasurer, executive committee.

Frequency of Meetings

It is found satisfactory to hold meetings at least once a month, at any rate during the winter terms. Interest is liable to flag if they are called less frequently.

Subjects of Discussion

Addresses followed by discussion are given by parents, teachers or outside speakers. Some of the subjects discussed by various Associations include the following:—

Should Newspapers be Read by Children?; Montessori Method; Difficult Questions of Children and How to Answer them; Examinations; Backward Children; Children's Hobbies; Careers for Girls; Obedience; The Cinema; Home-Work; New Movements in Education; Children's Libraries; The Dalton Plan; The School Leaving Age; Importance of English as a Subject in the School Curriculum; Home Reading; Discipline; Recreation; School Athletics; Sex Education; The adolescent; The Present Scholarship System; Central Schools; Domestic Science as a Career; Hand-work, Children's Diet; Co-education.

Social Events

Some Associations arrange concerts, whist drives and other social gatherings and visits to places of public, historic and literary interest. These social events provide an opportunity for parents and teachers to meet in a friendly way in social converse.

Study Groups

Study Groups may arise out of the general parent-teacher meetings composed of twenty to thirty parents and teachers (or parents only) who wish to study intensively some special aspect of child psychology, *e.g.*, infancy, the pre-school child, adolescence, sex education, discipline, mental hygiene. These groups whose work is additional to that of the general Parent-Teacher Association meet under the guidance of a leader with some knowledge of psychology—teacher, parent or other person—at frequent regular intervals, weekly, if possible. The provision of courses on Child Study in the B. B. C. educational programme affords a basis for the organisation of listeners' groups concerning which the Adult Education Section of the B.B.C. will be glad to give information. A number of different Study Groups may arise out of the same Parent Teacher Association and keen parents with children of different ages may attend more than one of these Groups as well as the general meetings of the Parent-Teacher Association itself.

Further advice and help on specific points such as the difficulty of covering expenses, provision of speakers, etc. can be obtained from:—

The Secretary, The Home and School Council, 11 Tavistock Square, London, W. C. 1.

Indian Delegates at the Third Biennial Conference of the world Federation of Education Associations.

The Indian delegation impressed the Geneva Conference very favourably. Prof. Karve of the women's University Poona, the senior most delegate, acted as the chairman and delivered

the message on behalf of India. Dr. V. S. Ram of the Lucknow University represented India both on the Resolutions committee and the sub-committee. He took a very active part in framing and moving the resolution on illiteracy and other kindred subjects of special interest to India and was elected the secretary of two important sections *viz.* (1) on College and Universities and (2) on Adult Education. The conference agreed to let Benares invite the Asiatic section to meet there during X'mas 1930 and also to consider the possibility of the world conference meeting in India. The conference also promised to consider favourably the question of increasing the representation of the All-India Teacher's Federation on the Directorate of the world Federation of Education Associations.

Sir C. V. Raman

Readers will be glad to learn of the award of the Mattenck Gold Medal for 1928 to Sir C. V. Raman. The medal is awarded by the Italian Society of Science, Rome. Founded in 1868, from the legacy left by Carlo Mattencei, a famous Italian Physicist of the 19th century, the medal is to be awarded to the scientist who makes the most important discovery in Physics during a year. Sir C. V. Raman is the first Asiatic Scientist, to be honoured with the award. All Asia, will feel proud of the great Scientist for his vindication of the honour and the learning of the Asiatics. We offer our most sincere congratulations to Sir C. V. Raman.

The Malabar District Board

The special Educational officer, Malabar District Board, has arranged for a Refresher course for the Teachers in the secondary schools of Malabar. Messrs P. V. Seshu Aiyar and N. Subramania Iyer are delivering lectures on the teaching of mathematics and Geography respectively. The officer is arranging also for an educational exhibition. One need hardly point out the need for such Refresher courses to teachers in our High Schools, and as such the Malabar District Board deserves to be congratulated for losing no time in organising the course. It will be a matter of great advantage if every district Board arranges for similar courses for the benefit of teachers not only in their employ, but also in aided schools in their area. The S. I. T. U. sometime ago considered the question of organising such a course at different centres and resolved to seek Government help. For various reasons, not the least of which is financial, nothing has so far been done. It will therefore be very useful if district Boards can arrange for such courses in their areas.

OUR ASSOCIATIONS.

A conference of the Ramnad District Teachers' Guild was held on Saturday the 28th instant, in the High School Hall, in Karaikudi. The premises of the school as well as the hall of meeting were gaily decorated. The session was presided over by the President of the Guild, Mr. N. S. Venkatarama Ayvar, M.A., L.T. Delegates from eleven associations attended in good strength, and the audience included teachers from the local schools as well as some leading Nagarathars interested in education.

At the request of the President of the Guild, Mr. T. B. Krishnaswami Mudaliar, M.A., B.L., District Educational Officer of Ramnad, opened the conference at 12 noon. In doing so he delivered an able and inspiring address, in which he advised self-help and co operation both among themselves and with the department. He also suggested various methods of improving the teachers' economic and social condition. The address over, a group photo was taken of the D. E. O. and the assembled delegates and visitors.

The session proper began at 2 P.M., when the following lectures were delivered, these being presided over, at the instance of the President, by different chairmen:—1. "The Teaching of Geography", by Mr. S. N. Sankara Ayyar (Palatur), Mr. S. Minakshisundaram Mudaliar (Sivaganga) presiding; 2. "The Use of Dictionaries in Schools", by Mr. R. Mahadeva Ayyar (Sattur), Mr. A. M. S. Raghavan (Palatur) presiding; 3. "What the Guild can do to the Elementary Teachers", by Mr. P. A. Subrahmanya Ayyar (Tirupatur), Mr G. Sundaram Ayyar (Dovakottai) presiding; and 4. "Freedom in Education", by Mr. R. Subrahmanya Ayyar (Sirukudalpatti), Mr. Y. Srinivasa Ayyar (Ramnad) presiding.

At the conclusion of the lectures, the conference adjourned for lunch, and re-assembled at 4 P.M., for the consideration of resolutions, the President of the Guild occupying the chair. 12 resolutions were moved and adopted. Two of them demanded better constitutions for the S. S. L. C. Board, Dt. Secondary Education Boards, Dt. Educational Councils, and the Text Book Committee, so as to provide ampler representation for teachers. One resolution requested Government immediately to set up Arbitration Boards to settle differences between teachers and managers, and another was in favour of raising the contributions to the Provident Fund by teachers and by the Government. A resolution was unanimously adopted

defining the minimum dress for a Hindu teacher adopting Indian costume as one consisting of (1) a *dhoti*, (2) a *jubba* and (3) an *angavastram*. One resolution exhorted the teachers to teach the non-language subjects in Tamil, and another requested them to attend the conference of The All India Federation of Teachers in large numbers and to help it. Two resolutions were passed requesting Government to accord larger library grants to schools employing special librarians. An important resolution was one condemning the action of the University and of the S. S. L. C. Board in stiffening and over-burdening the S.S.L.C. Course.

After the resolutions were considered and adopted, the President spoke a few words, exhorting concentrated and persistent action in a few directions within the course of the year. Then the session closed with votes of thanks to the President, lecturers, and the Karaikudi Teachers' Association, which invited the Guild to Karaikudi, organised its reception, and played as hosts to the assembled delegates and visitors. The conference closed with a dinner also given by the same Association to the guests of the day. The services rendered throughout the day by the School Scouts were very useful and much appreciated.

Tinnevelley District Teacher's Guild.

A meeting of the above guild will be held early in November.

A Memorial

To

THE VICE-CHANCELLOR,
The University of Madras,
MADRAS.

Sir,

We, the undersigned Headmasters of the High Schools of the Kurnool District beg to state that we are surprised to see that, according to the new rules and directions for the admission of holders of Secondary School Leaving certificates to University courses of study, candidates are expected to secure at the Public Examination, 40 marks in English, and 40 marks in the second language in addition to 35 per cent. in Elementary Mathematics and each of the two C Group subjects. The reason for this sudden raising of minima in English and second language is puzzling to us. So far as we in the Ceded Districts are concerned, it spells disaster to the secondary education in general.

Already, to master the English language, that is to write essays and narratives in, *correct and idiomatic* English is a herculean task to the Indian school boy; it has been equally taxing to the teacher, who, however, has been stoically submitting to the unpleasant ordeal. The Headmaster, therefore, considered it a great boon, when five years ago, the minimum for English was brought down from 40 per cent. to 35 per cent. Even with such a reduction, the High schools in the Ceded Districts have been faring comparatively badly in the Public Examination.

The raising of the standard in the second language, which is in this District, Telugu works also in the same manner to discourage secondary education. The reason is that the standard set up by the examiners is that of the Telugu, spoken and written in the Northern Circars, with the result that our boys fail very often to satisfy the expectations of the examiners and the Assistant examiners.

Further, it is a wonder to us why no reference has been made at all in the rules to the Moderation Board, to deal with the *hard cases*. Probably the University has made up its mind to apply the rules sternly and rigorously; but it has evidently failed to realise the amount

of hardship, and the consequent widespread discontent that will be created by adopting such unsympathetic measures.

The undersigned must confess that they fail to see how the raising of the standard in the languages alone is going to raise the standard of attainment necessary for entrance into the University. Real educational eminence would demand a raising of the standard all round: lopsidedness and exaggeration of the value of languages, and literary studies has got a very baneful effect, in our humble opinion, in the pursuit of knowledge in the High Schools; and hence we hereby record our protest against the new rules and directions promulgated by the Madras University; and we hope the University will be pleased to see its way to restore the old rules that were in force before, so as to allay the fears aroused in the minds of those who are actually labouring in the field of Secondary Education and intimately know its difficulties.

We have the honour to be,
Sir,

Your most obedient servants,
The Headmasters of High
Schools in the Kurnool District.
(True copy)

S. I. T. U. PROTECTION FUND.

(List of Members—continued.)

Reg. No.	Name.	Designation.	Place.
334	Mr. D. Chelliah	Asst. Xian College	Madras.
335	" K. M. Cheriyan	Lect. Xian College	Do.
336	" V. Rajam Iyer	Math Asst. U. C. High School	Madura.
337	" T. Ananthachari	Asst. Hindu High School	Triplicane.
338	" K. Ramaswamy Sastry	Do.	Do.
339	" B. Ramachandra Rao	Asst. Prof. of Philosophy Pachaippa's College.	Madras.
340	" N. Sankara Rau	12th Assistant, Municipal High School.	Kurnool.
341	" Y. Raghavacharlu	Senior Telugu Pandit, Municipal High School.	Do.
342	" Medavaram Brabma Sastri.	Sanskrit Pandit, Municipal High School	Do.
343	" Elawarthy. S. Subbanna charlu.	Physical Instructor, Municipal High School.	Do.

15th October 1920.

S. M. RAO.

Secretary.

FROM OUR READERS

Special Teaching Grant.

For the past several years Government has been kindly sanctioning one lakh of rupees for distribution as special teaching grant to private aided-secondary schools earmarked for division among trained, qualified and certificated teachers. The only person in a school who does not get it is the writer or the clerk as he is now termed. If there are untrained teachers who do not get it they have at least the hope of sharing in it after training, but a writer has no chance of getting it at all as he is not a teacher. In the earlier years of the award of this grant even writers were paid the grant but of late the department is very strict in seeing to it that all their conditions of distribution are adhered to and if anything is done contrary to their directions the grant is either cut off or totally withdrawn next year.

Now this Special Teaching Grant has become more or less a recurring feature. It was introduced by the first ministry after reforms as the result of persistent representation by all teachers' organizations, that the salaries of masters in aided secondary schools especially was wholly inadequate to their bare needs and compared very unfavourably with that of their compeers in Government service. Government introduced this grant as a temporary measure of relief and though not said to be recurring is still being continued pending permanent remedies. There are many anomalies in the rules and the conditions making a school eligible for receiving it. For instance one condition for getting the grant is that the school should contribute an equal amount. This is clearly not possible in the case of a large number of institutions which are working under deficit while managements that are paying teachers comparatively higher salary contribute something and the teachers thereof are thus doubly benefited.

My chief object in writing about the grant is to draw the attention of the authorities to one disability which can be easily set right. As I said at the outset the grant is intended to supplement the slender salaries of teachers. The one man that does not get it in a school which receives it is the writer. Why should he alone be left out? True he is not a teacher but his salary is often very low. It is bare justice that he should also be allowed to participate in the benefits of the grant.

I understand that the clerks of the private aided secondary schools of the Tanjore District are sending a memorial to the Director of Public

Instruction through the District Educational Officer pointing out this hardship to them and praying for their inclusion in the benefits of the grant. The clerks of private schools of other districts also might follow this lead. District Guilds also might help them by passing resolutions in favour of paying them the grant.

It is hoped that the present Director whose sympathy is undoubted, will view the matter favourably. Only last year when in certain districts the District Educational Officers objected to teachers getting above a certain salary like Rs. 150 or so though trained sharing the grant, the D.P.I. was graciously pleased to issue an urgent proceeding to the effect that all trained teachers should share the grant just in time before its distribution. A similar order might be issued now to the effect that for purposes of special teaching grant clerks also may be treated as teachers.

V. S. RAO.

SHIVALI, Dated: 30th August, 1929.

Commercial Students.

D. R. K. Brahmasastri, Government Diploma holder in Commerce, Masulipatam, 14th September, 1929 writes.

As per the revised regulations of the Andhra University, the Intermediate in Arts course is composed of three parts, viz., Part I, English Part II, Second Language, and Part III, Special Subjects. Part III is again divided into three groups, A, B and C. Group A consists of Mathematics and Science subjects; Group B, Histories and languages; and Group C, commercial and technical subjects like Accountancy, Banking and Economics, Electrical and Mechanical Engineering, etc. It is further stipulated that:

(1) "A candidate who wishes to proceed to a Degree in Arts shall be required to choose two at least of his special subjects under Part III from either Group A or Group B only, and that (2) "a candidate who wishes to proceed to the Degree Examination in any of the first three groups of that examination shall have taken in the Intermediate that subject which forms the main subject in the group selected for the B.A."

So far as Groups IV, V and VI are concerned any candidate who satisfies the first condition is eligible to take them irrespective of any consideration of the subjects he had chosen in the Intermediate. Thus, a student who selected

for example Mathematics, Physics and Chemistry or Ancient History, Language. Logic in the Intermediate is eligible to proceed to the B.A. degree Examination in any of the Groups IV, V or VI, which are composed of Philosophy, History (Main) and Economics (Main) respectively. But a student who chooses Banking and Economics, Accountancy, and Commercial Geography in the Intermediate is, by rule (1) quoted above, not eligible to proceed to the B.A. degree Examination at all. I wonder if it is thereby suggested that a student of Banking and Economics and other commercial subjects is not as much qualified to take up Groups IV, V and VI in B.A., as one who studied Mathematics Science or Histories in the Intermediate.

It is very unfortunate that from the very beginning, up-to-date, commercial education in this presidency had received step-motherly treatment at the hands of the educational authorities. We are aware how the commercial students of the S. S. L. C. Course were, until very recently, refused admission to the university courses of study. When, after much hesitation and meditation, it was published last year that commercial subjects will be opened in the Intermediate course of this University and that the commercial students of the S. S. L. C. Course will also be granted eligibility, it was expected that good days had dawned on commercial education. It was further expected that either the B. Com. degree will be instituted soon after the first batch of commercial students of the Intermediate class have finished their course, or, that a separate Group of commercial subjects will be opened in the B. A. class. No gesture to that effect is forthcoming from the University, though more than a year has elapsed since then, and it is

but natural that the said students should be nervous of their future prospects.

Nobody expected that a ban on commercial students once lifted by this University at the S. S. L. C. Examination will once again be lowered by the same body at the Intermediate Examination. I cannot persuade myself to believe that the guardians of education in this presidency intend to derive pleasure by annoying the commercial students at every step. The University might have realised that so long as eligibility was not granted to commercial students in the S. S. L. C. Course, useful and important subjects like Book-keeping and Coml. Geography were very unpopular and that they are now attracting good many students of the Secondary School course. Of all the Colleges in this University area it is only the Hindu College, Masulipatam, and the Andhra Christian College, Guntur, that have ventured to open commercial classes in the University course. I believe that the Principals of the said Colleges will agree with me when I state that the Commercial Group is not consequently, as popular, as is expected. If only the aforesaid restriction is removed and the said subjects are opened in the B. A. class, they are sure to be as popular as the rest, if not more.

If for want of finances and other causes the University is unable to announce that B. Com. degree will be instituted or that a commercial group will be opened next year, that is no sound reason for the victimisation of commercial students. What cannot be cured must be endured both by the University and the students. Hence it is time for an announcement to be made by the University authorities that commercial students of the Intermediate are also eligible to proceed to the B. A. degree Examination in Groups IV, V, and VI and that the rules will be amended to that effect.

REVIEWS

FIRST STEPS IN ZOOLOGY—By Mr. Bonavis Bonnell M.A., Madras Christian College, Madras.

Mr. Bonnell's book is the first of its kind in Madras. It is meant to be a text-book for the High Schools. An interesting feature of the book is that the vast majority of types treated in it are found in South India. The popular, technical, and Tamil names of the animals are given in a large number of cases, and one can get a lot of useful information about the vertebrates of the Madras Presidency from the

book. One wishes, however, that there were more of anatomical diagrams and also that there was something more about the Invertebrates than is at present included.

A High School Pupil can read this book with interest and the Teacher can use it with profit and it will also form a useful addition to any one's Library who is interested in the animals of South India (Price Rs. 1—8—0.)

J. P. J.

A PRIMER OF HINDUISM.—By D. S. Sarma, M. A., (Published by messrs Macmillan & Co. pp. 184 and XIV, (Price Re. 1.)

The wearer knows where the shoe pinches. Teachers know the difficulties that lie in the way of giving pupils, a sound religious education. The silent but potent influences of school atmosphere, and tone and the personality of the teacher enable the pupil to imbibe the religious spirit more easily than Formal instruction can hope to achieve. But Formal instruction cannot be ignored on that account. On the other hand such instruction, if it is not wooden but imparted with knowledge and faith, is bound to stimulate the spiritual unfoldment of the pupil. Here again there is a handicap. The average teacher wants for his guidance a book that comprises within reasonable compass the essentials of the Hindu Faith. Barring the Sanatana Dharma Text Books of the Central Hindu College, there are very few books that have attempted the task. The Sanatana series, while admirable in themselves, issued as they were more than a quarter of a century ago, need revision to meet the environmental conditions of the student world of 1929. Professor Sarma by successfully attempting this task in his *Primer of Hinduism*, has done a distinct service to the cause of religious Instruction in schools. The author says in his preface that he has taken pains to see that he has committed no errors of facts and that he has in no way departed from the teachings of the authoritative scriptures. His aim is to provide a common platform for all classes and sects and to deal with religion in close connection with life and conduct. A careful study of the book discloses the author's wide and deep erudition, his reverence for the past and his tolerant outlook. He has laid comparatively little stress on the ceremonial aspect of Hinduism and there will be general agreement with his view that ceremonials are of value only in so far as they subserve moral growth. But for some general observations on our Dharmasastras and social and political institutions on page 9, the author has omitted the discussing the thorny issue of 'Varna' or Caste. Doubtless there are weighty reasons of a practical nature for its exclusion. But the system founded by the Rishis of old, which found its echo in Plato's republic and whose underlying principles have been endorsed by two modern thinkers as Comte and Ruskin, at least deserved a theoretical exposition in a book on Hinduism, albeit, a primer.

In the first chapter, the author explains the nature of the difference between the Sruti, the primary authority for our religion and the

secondary scriptures which comprise the Smritis the Itihasas, the Puranas, the Agamas and Darśanas. But the Gita stands as authoritative as the Sruti. To quote the author, "There is a well-known verse which compares the Upanishads to cows, the Gita to milk, Krishna to a cowherd and Arjuna to a calf." He points out on the emphasis laid on individual spiritual experience in Hinduism and hence the wide scope it affords for varieties of Religious Experience. Toleration therefore is a fundamental trait of our Religion.

The author gives in the second, the third and the fourth Chapters, under the heads, the First Ascent, the Second Ascent and the Third Ascent a clear and lucid expansions of the three paths Karma, Bhakti and Gnana, which man has to tread in the course of his spiritual pilgrimage to the Home of his Maker. In the first stage by performing his Dharma according to his inner disposition, man acquires the five cardinal virtues of purity, self control, Detachment, Truth and Non-violence. He then becomes a Dharmatma and begins his second ascent. In the second stage he flees to God for protection, throws himself on his Mercy and obtains His Grace. In the third, stage he loses himself in God, and attains by self-realisation Moksha. It would appear from what has been said under these heads (Pages 71 and 107), that the stages are to be taken in order. But the author makes it clear, towards the close of the book (Page 145), that they have been made separate only for purposes of instruction. "Spiritual life is one. It is made up of the three elements of karma, bhakti and gnana, that vary in their proportions according to the temperament of the striving soul."

A few observations on some views which the author has propounded in the course of the book, may not be out of place here. He makes a distinction (page 66) between the law of causation in the physical world, the law of Karma in the moral world and law of love in the spiritual world. To some extent this differentiation may be useful in so far as it may render the meaning and significance of the working of these laws, precise, but there is natural law reigning in the spiritual world as well and is it not better therefore to bring all the three under the comprehensive Law of Karma?

Though the author quotes the Puranic verse of the cow of Dharma which once walked on four legs and later on one leg only, which shows that retrogression in Dharma is always a possible contingency, the author talks of the higher morality of the future. There may be conceivably

a golden age in the future, as the reputed golden age in the past.

But the analogy of progress in the scientific world does not hold good in the moral world. If the modern educated man were to be deprived of those favourable conditions which society has afforded him and the moral anatomist were to dissect him, he may not be able to find much of that commodity called morality. Some times 'Reformation comes in a flood' and 'whips the offending Adam' out of us. But very often the 'offending Adam' gets stronger.

One word on the infusion of history into the province of Religion. If the history of a nation can be interpreted and explained in terms of the Eternal Verities, that would be the ideal way of teaching History. But if History intrudes into the sphere of Religion and draws the line between mythology and fact, it is bound to do harm though its facts may be right. The author mentions in many places throughout the book, Sri Krishna, Sri Rama and Bhishma but as they are probably legendary figures, they do not find a place in the list of great men, which is printed at the end of the books though Buddha who is mentioned by the author as an Avatara, finds a place there. If as the author states (page 15), "Hinduism deals with ideal truth and not with historical truth," why on earth should a historical appendix appear at the end of a book on religion? Fancy a religious book on Christianity, that denies the historicity of Christ! These inclusions and exclusions may be historically true, but as they are bound to upset young minds in their formative years, history must not be allowed to intrude too much in the province of religion.

The foregoing observations have been offered in the friendliest spirit and with great deference to the distinguished author. In the short compass of about 150 pages, he has given us an indication of the wealth of the ethical, devotional and philosophical ideas that have sprung out of Hinduism, their variety and range, depth and vigour. The style is discursive, but sustains the interest and rivets the attention of the reader throughout. Pithy observations are found in many places, condensing a whole argument in a sentence or two. The dedication to his deceased talented daughter and the circumstances attending it as disclosed in the preface touch one's heart-strings. He must seek his consolation in the satisfaction that his excellent manual will benefit hundreds of young men. Teachers will warmly welcome this book and it can be recommended to pupils of Forms V and VI. A bibliography of books consulted

will greatly add to the value of the book, which, we hope, will be made good in the next edition.

C. V. SUBRAMANIAM.

ELEMENTARY GEOMETRY by C. Durrell, G. Bell & Sons. Price Rs. 2.

Mr. Durrell's book is based on the recommendations made in the report of 1923 issued by a special committee of the I. A. A. M., and consequently is an improvement. Recent papers in the S. S. L. C. Examination have revealed that the examiners are keen on testing if the pupils have a grasp of the fundamental concepts of Geometry. From this aspect of the knowledge which a pupil is expected to possess, Mr. Durrell's attempt in his book deserves warm praise. The earlier portion of the book deals with the meaning of the fundamental concepts and the construction of a broad axiomatic basis upon which the deductive development is made to rest. Thus logical and psychological considerations have been fully satisfied.

The examples and riders given in the book are very many of them original, interesting and fully informative and are refreshing to a degree. The new S. S. L. C. Syllabus is very well covered by this book which cannot be praised too much and which is sure to become the most popular book in the field.

V. R.

THE LABORATORY MANUAL OF ENGLISH HISTORY for the use of Schools by K. Srinivas Kini, B. A. L. T. Head Master Board High School, Kasaragode S. K. Price As. 10.

We congratulate Mr. Kini on the excellent work he has done. His is a pioneer attempt at introducing the 'Dalton plan' in our boys' Schools.

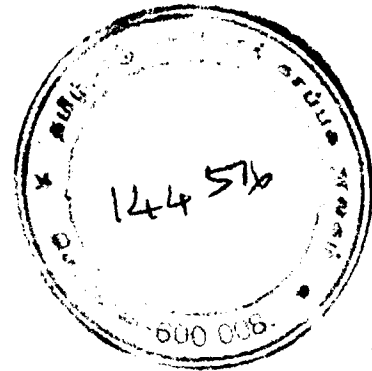
The book has been divided into four sections. Section I contains extracts from original sources for collateral reading. In the second section problems and exercises are set on extracts from source books with a view to developing the pupils' reasoning powers and testing their attainments. Sample assignments of three grades (junior, Intermediate and Senior), for a month, follow in the third section. Studies in source-books is the fourth which like the previous one aims at individual work.

It is due to the author to say that he has taken utmost pains to select passages for collateral reading. They serve, as the author intends them to, as model selections for the study of students. Specialists, who have carefully gone through the book refer, elsewhere, in laudatory terms, to the excellence of his work.

History masters, who by now should be attempting to free themselves and their pupils

from the shackles of the method that may be described as 'Talk,' and 'Dictation of notes,' will surely welcome Mr. Kini's work which is a splendid guide to the Dalton plan of teaching History. We wish the author every success in his attempts and commend the book for wide use in schools.

G. S.



Union Letter.

The XXI Provincial Educational Conference will be held under the auspices of the S.I.T.U. on the 26th December 1929 in Madras. It is expected that at this Conference efforts will be made to so re-organise the S.I.T.U., as to make it strong and influential. A committee was appointed some time back to suggest suitable amendments to the existing Rules of the S. I. T. U. These Rules were published in the Aug. No. of the S.I.T.U. and suggestions were invited from members. Only a few suggestions have been received so far. Guilds, Associations and members are requested to make suggestions, if they have any, in time to enable the sub-committee to place definite proposals before the Conference.

This year's Conference will be of special importance as, closely following it, the 5th Conference of the All India Federation of Teachers' Associations will be held. The S. I. T. U. has undertaken a very heavy responsibility and the co-operation of all its members is earnestly solicited to enable the Reception Committee to conduct the Conference in a way worthy of South India. It is hoped that every teacher will join the Reception Committee and also attend the session in large numbers.