

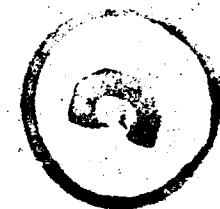
The
South India Teacher

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15th April 1929

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A PUBLIC MEETING

Under the Auspices of the S. I. T. U., a public meeting will be held in June, to form a reception Committee, to the ensuing 5th session of the conference of the All India Federation of Teachers' Association.

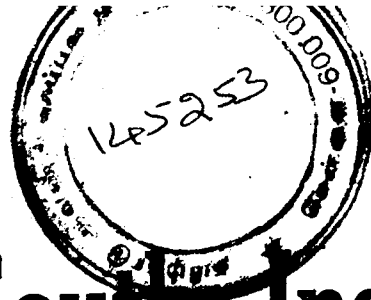
All educational organisations in South India are cordially invited to attend. Affiliated guilds and associations are requested to send their suggestions, if any, and their representatives to the meeting.

The exact hour, date and place of meeting will be announced later.

41, SINGARACHARI ST.,
TRIPPLICANE.
30-3-1929.

M. S. SABESAN,

Secy. S. I. T. U.



THE South Indian Teacher

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15th March, 1929

[No. 3

NOTES ON INDIAN HISTORICAL RESEARCH

BY

Prof. V. Rangacharya M.A.

Society for Buddhist Lore, Heidelberg.

One of the institutions in Europe which is doing valuable service in the field of Indian history and religion is the *Gesellschaft für Buddhismus Kunde* (Society for Buddhist Lore), recently founded at Heidelberg, Germany. Its object is to bring to light that forgotten but highly important Buddhistic literature which must have existed just previous to the ages of Sankara and Kumarila and which alone can adequately indicate the *raison d'être* of the remarkable influence which Buddhism had over the whole eastern world. M. Walleser, writing in the pages of the *Indian Historical Quarterly* for September 1928, suggests that this literature must have embodied the most searching and penetrating work of the human mind in the history of the world. This vast literature, he points out, has been lost owing to the destructive activities of Mahomedanism on the one hand and the "prodigious exuberance of the literary activity on the side of the Brahmanical systems", on the other. This literature was in Sanskrit. A few

examples of it like 'Santirakshita's *Tattva-sangraha* (which has been recently published at Baroda) have survived the vicissitudes of time; but the major portion exists in the Tibetan and Chinese versions. M. Walleser pleads for the co-operation of scholars in the harmonising of the studies in Sanskrit, Tibetan and Chinese, so that the true trend of the religious history of the period can be gauged. Already eminent scholars like Vallee Poussin, F. Steherbatsky, G. Tucci and others have done much in this fascinating field; but the major portion of the work remains to be done. M. Walleser therefore invites Indian scholars to co-operate with the Society in the work of collecting and concentrating the different branches of the literature of the period for convenience of reference and study, publishing a "Year Book" in connection with the work done each year and communicating information by correspondence and other methods.

The Academy of Science, Leningrad.

The organization of the Heidelberg Society is not the only example of Europe's exertion on behalf of Buddhism.

The Academy of Science, Leningrad, has also just founded an Institute for the study of Buddhist culture in Tibet, Mongolia, China, Japan and India. The Institute, we are told, is compiling an Encyclopaedia of the world's Buddhism. When it is published it is bound to be of the momentous significance for the advancement of the world's culture and knowledge. Students of Buddhism are acquainted with the famous series of the *Bibliotheca Buddhica* which have been published at Petrograd from 1897 onward and which have given us 26 volumes of the Sanskrit and Tibetan Buddhist texts, together with translations. The Russian Government has had unique opportunities for the collection of Buddhist materials from Central Asia, Turkistan and elsewhere. The scheme of publishing an encyclopaedia of Buddhism in all these countries of the east is bound to give a unique advantage for India, as it will be only a monument of Indian cultural expansion.

Indian Art.

It is a welcome sign that Native Princes are evincing a growing interest in the ancient and mediaeval arts of India. Time was when the arts thrived in India entirely under the patronage extended to them by the Indian Courts. The mania for western models and methods brought about an age of neglect and scorn, with the result that the indigenous arts came to depend entirely on private patronage, even though some states continued to patronise them even during the worst periods. Signs are evident of the reaction in this respect, and of the pride which the rulers of states are evincing towards their art treasures. The Maharaja of Patiala who opened the Delhi Fine Arts

Exhibition in the first week of February for instance, gave expression to the importance of art in this admirable manner. "Art is an essential accomplishment of a full and complete life. If art decays, the fate of the people is sad; and it seems to me particularly fitting that, at a time when Delhi is rising once more from its ancient ruins, an endeavour should be made to revive, along with its political importance, that tradition of pictorial art, which in ancient time was her own pride and the delight of the world." His Highness pointed out how the Mughal artistic works are "now treasured all over the world as constituting some of the greatest and most wonderful pictures which have been produced in any age."

Even the Anglo-Indian world in this connection, it may be pointed out, has awakened to a sense of its duty and endeavoured to combine art with politics. This is best seen in the design for the offices of the High Commissioner for India in Aldwych, London. The building is to be a synthesis of India and England. Its exterior will not be, on account of its situation, characterised by the spaciousness of planning, the vaulted domes, porticoes, arcades and colonnades of the great buildings of India, though in the details of the external elevation, it is proposed, to give the structure, "by means of carving, heraldry and symbolism, an individuality that will proclaim it the London home of India." It is in the interior that the individuality of India is to be faithfully reproduced. The hall for Indian exhibits which forms one of the features of the structure will have minor halls attached to them in the form of Indian bazaars. The grand staircase, the exhibition hall and the

library will represent Indian character. The *Hindu* of April 5, 1928, published the following extract from the *Times*: "The walls of the staircase and the halls will be of red stone similar in appearance to the Agra and Delhi sandstone, carved and pierced in the geometrical patterns of the *jali* in Indian architecture. Such of the carving as can be completely separated from the structure will actually be carried out by Indian workmen in India. The domes and vaults have been designed for painted decoration, for which it is intended to secure the services of specially selected Indian artists. A feature of the internal work will be the Indian timber. Various kinds of decorative Indian wood will be used for panelling, including silver grey, *koko*, laurel, and the beautiful dark red *padouk*. The basement floor will accommodate a large office for the sale of Indian Government publications, and on the ground floor there will be the offices of the Indian railways, in which information on travel in India will be available. The western wing will contain the pay and pensions department. On the second floor will be the rooms of the High Commissioner and his personal staff, the official secretary, Trade Commissioner and the heads of departments. The large rooms on the second floor and the committee rooms on the mezzanine floor will be used for the display, in the form of artistic panelling, of the beautiful Indian woods which are becoming increasingly known for their highly decorative qualities." The whole design is inspired by a spirit of happy compromise and harmony.

The later redactions of the *Susruta-samhita*.

In a note on the above topic in the September Number of the *Indian Historical*

Quarterly, Mr. Ekendranath Ghosh draws attention to two passages in the sixth chapter of the above work from which he infers that there were, taking comparatively later times into consideration, two occasions at least when there were redactions of the *Samhita* text, namely 6th century A.D. and a period "very late and near the present time". He proves the first on the basis that the work refers to the occurrence of the summer solstice (which now roughly corresponds to Ashadha 8 or 9, or approximately July 21) twenty days later than at present, thus indicating a recession of 19.71 degrees in the course of the sun and consequently 1410 years earlier than the present day. In this case this particular redaction should have taken place about 518 A.D., roughly, the first quarter of the 6th century. He guesses the latter from the fact there is a reference in the work to Vaisakha and Jyeshtha as the summer months and Ashadha (in the beginning of which it is supposed to begin now) is left out. "Such a discrepancy can only be accounted for if we take it to be a very rough idea on the part of the redactor, who did not want to make the summer season correspond with portions of three months but with two full months evidently for convenience." "In such a case," he concludes, "the redaction must have taken place very recently."

The first of the above contentions seems to be more definite than the latter. There can be no doubt that in course of time there were various redactions. The author seems to accept the date of *Susruta* as given in the traditions and not by the later scholars of research. He tacitly acknowledges the date, 4th century B.C., given to Nagarjuna, the reputed first redactor, in the *Rajatarangini*

and the 3rd century B. C. given in Beal's *Buddhist Records*, II, p. 212. This early date for either Susruta or Narajuna is by no means accepted by the majority of modern scholars.

Were the *Silappadikaram* and the *Manimekalai* Sangam works?

One of the glaring examples of dogmatic assertion in regard to the date of ancient literary works is afforded by the reiteration made by Dr Krishnasami Aiyangar, in the course of his Chathu Panikkar lecture in the Maharajahs' College, Ernadulam, that the *Silappadikaram* and the *Manimekalai* can be placed for sound reasons with the group of works known as the *Sangam Collections*. Now if any reasons can be assigned at all to this, they seem to me to be far from being sound. On the contrary the inclusion of the two Epics with the Sangam works proper is based on tradition alone, which is always a precarious source of historic material and which must be scrutinised carefully before inferences are drawn from it. The contemporaneity of the twin Epics with the 'Sangam works' is disproved by the language of the Epics, the religious conditions portrayed in them, the inclusion of a larger number of Sanskrit vocabulary, the description of several schools of philosophy which reached perfection only in the early Gupta period, the full development of the Aryan system of music and other arts in the south, the references to pauranic religion, the mention of the earliest temples, the conjoint activity and rivalry of the creeds of Hinduism, Buddhism, and Jainism (as in the Gupta empire in its most prosperous days), the references to Gurjaras, the reference to the puranic stories if not treatises, all of

which indicate a world entirely different from that of the Sangams. The only real basis for holding the *Silappadikaram* and the *Manimekalai* as the contemporary works is the fact that (1) Ilanko-adigal, the author of the former, was the brother of Senkuttuvan who was the grandson of the Chola Karikala and (2) Sattanar was the contemporary of Ilanko-adigal and persuaded him to write the poem. Now what guarantee is there to prove that the Karikala Chola who was the grandfather of Ilanko-Adigal the same as the Karikal Chola of the traditional Sangam works? There is absolutely no objection to holding that there might have been more than one Karikal Chola. Again, it should be never forgotten that the information available about the kings of the Sangam works refer to a few generations only. In fact they do not go beyond five or six at the most. There can be no greater contrast than that between the claims of Tamil scholars who assign thousands of years for the literary period, and their actuality, crowding kings and heroes within a space of 75 years, bringing all of them within a period of five or six generations. Names are confounded, and sufficient allowance is not made for possible different individuals under the same names. I have got very serious doubts as to the correctness of identifying the Karikal of the Sangam traditions with Senkuttuvan's grandfather. Again, what proof is there that Sattanar, who was the contemporary of Ilanko-adigal and who was also instrumental in the composition of the *Silappadikaram*, was the same as Sittalaichattanar of the Sangam traditions? Nowhere is it stated that Sattanar of the Sangam composed an epic poem of a Buddhist character. There

is absolutely no reference in fact to Buddhism in the early Sangam period. The Sangam works distinctly indicate a Hindu—generally pro-Saivite—bias, though this is not exclusive. It seems to me that Sattanar of the *Manimekalai* fame was quite different from the Sattanar of the sore head, that he was a later man who professed the Buddhist cult which made a special progress at Conjeeveram in the age of Buddhaghosha about the 5th century A.D. From the way in which emphasis is laid on the co-operation between Ilanko and Sattanar and from the deeper Buddhism of the *Manimekalai* it seems to me that Sattanar, instead of being an earlier writer as the traditionists say, might have been even a later contemporary of Ilanko and that he wrote the *Manimekalai* as a sort of reply, though in the form of a sequel to the *Silappadikaram*. According to the traditions, Sattanar persuaded Ilanko to compose the *Silappadikaram* as it dealt with the affairs of the three kings and he dissuaded him from writing the story of *Manimekalai* as he himself had composed it. Now, my contention is that the author of the *Silappadikaram* could never, if he had set the task to himself, have composed a poem like the *Manimekalai*. If he had composed it, it would have shown, as *Silappadikaram* does, more pauranic bias and less Buddhist tenets. What strikes me is the deep orthodoxy of the hero and heroine of the *Silappadikaram* in contrast to the fervent Buddhism of the heroine of the *Manimekalai*. The latter in my opinion indicates a period of larger Buddhist activity, though the difference between the two works in regard to his date was small to judge from the literary style. The fact was, both the *Silappadikaram* and the *Manime-*

kalai (the former being the slightly earlier of the two) were the works of that transitional period which elapsed between the close of the Sangam works and the rise of the devotional schools of the Alvars and Nayanars. They indicate the social, religious, philosophic, and literary characteristics of the fifth or sixth century. They indicate an earlier period than the period of the Alvars and Nayanars, to judge from the literary, religious and other evidences, but indicate quite a different world from that of the Sangam works. They should in my opinion be attributed to the fifth or sixth century.

Government Oriental Manuscripts Library, Madras.

The report of the Curator of the Oriental Manuscripts library for 1927-28 indicates that, during the last three years, there were above 12,000 visitors to the Library and nearly 19,000 manuscripts consulted by them. Prose, Poetry, Medicine and Philosophy, were the chief subjects of study and, curiously enough, Sanskrit works attracted a larger attention than Tamil and Telugu. About 160 works were supplied to scholars and institutions which wanted copies of them. A set of 16 collections of manuscripts in Sanskrit, Tamil, Kanarese, Persian and Arabic were purchased during the period, and nine collections acquired by presentation. On the whole 980 manuscripts were added to the library during the triennium. The Library issued nearly 600 pages of the alphabetical index of the Tamil, Telugu, Kanarese and Malayalam manuscripts, and a similar index for Sanskrit manuscripts was under preparation. As regards the department of publication, the achievement was not perhaps quite adequate. The first

volume *Brahma-Siddha* of Mandanamisra, which is to be published in two parts, saw the light. The English introduction however is yet to appear, like the 2nd part. More than half of the latter, however, with Sankhapani's commentary has been printed.

Hindi Lexicon.

One of the monumental works of Indian scholarly collaboration is the Hindi lexicon which has just been completed by the Nagari-Pracharni-Sabha at Benares. This institution was established in 1893 and has done much, ever since, to promote the Hindi language and literature together with the Devanagari script. The Sabha persuaded the Government of the United Provinces to officially recognise the Nagari script, which had been hitherto ignored in favour of Persian, in the courts and public offices,—a step which marked a momentous stage in the history and development of the language. The Sabha devoted itself to the completion of a comprehensive Hindi dictionary under the editorship of Rai Sahib Shyam Sunderdas of the Benares University. It has just been completed. Covering 4,000 pages and containing a vocabulary of 95,000 words in 20 volumes, the work, which has cost above a lakh of rupees, is another instance of what private efforts can achieve in the way of scholarship, when we remember that only a sum of 20,000 rupees has been granted for the undertaking by two Provincial Governments. The 14th and the 15th of February have been fixed for the celebration of the achievement.

Pre-historic human race.

Yet another stage in the construction of the "missing link" has been reached by the discovery, early in February 1929, of the fossils of a primitive man and of a huge

buffalo in the same stratum, in Transval. Experts rightly regard this as an important event, proving the existence of a primitive pre-Negroid race in South Africa, contemporaneously with the gigantic extinct species of the *Buffalo*, *Bubalus Bainii*. The British Association is, we are told, going to visit the spot with a view to the investigation of the subject. It is the belief of Dr. Haddon that the Negroids were the earliest races to come to Africa and that the Negroes, the Bush-men, and the Negritos were their descendants. (In the course of the glacial epoch the Negroids entered Europe too.) The discovery of the pre-Negroid remains of Man in Africa necessitates the revision of the theory as to how far the main races of Africa reached it from South Asia. What was the connection of these with the Negritos, the pigmy infantile race, now found in the Andamans, and surmised by Dr. Haddon to be the original type from which the Negroes on the one hand and Malanians on the other have sprung up, is yet to be ascertained.

The present discovery reminds me of an equally important one about the Stone age Men in Kenya, described by Mr. L. B. Leaky in *Nature* of June 16, 1927. Two human skulls of the Stone age discovered by him at Kenya and attributed by him to the Mesolithic age (an age represented in Uganda too), show that, though they are extremely dolico-cephalic, they show no signs of Negro or Negroid features. The face is very long, the nasal opening is of only medium length and the lower margin of the nasal aperture has a well-defined sill but not a groove so common in Negro skulls. In regard to the roof of the palate also there is a difference. Taking the other skull, Mr. Leaky points

out that there are, comparatively speaking, some affinities with the Negro, but the details indicate no affinities whatever with the Negroid stock.

Naturally, the question suggests itself as to how far the new Man in the Transvaal was connected with the Man in India, which was according to one school the earliest place of Man. The question can be answered only after a systematic exploration of the anthropological data available in India. And this science is yet in its infancy. A few months ago, a genuine attempt in this line was made by Dr. Baron Von Eikstadt, a German expert. He journeyed throughout India with a view to collecting the data for the classification of the Indian races, particularly of the primitive type, in relation to the more advanced races with which they have mingled. He was specially interested in ascertaining the extent of the Black element in the Indian population. He examined the primitive classes, the hill tribes, etc., and took the photos and measurements of 3,000 people, from Benares to Tinnevely and Cochin. A clue to his method of collecting information can be seen from the fact that, at Palghat, he was the guest of a Brahman and had a first-hand knowledge of the Brahman food, dress, customs and habits as well as the autonomous life of the *agrahara*. At the same time, he visited the depressed classes of the Cherumas and took photos and measurements of them, besides ascertaining how they lived in their original habitations and the urban environments in which they often found themselves. He also purchased lots of wares illustrative of cultural history from the more advanced quarters of the city-ware of every type from

a broomstick to the *Veena*. Household utensils, jewels, musical instruments, everything in fact connected with culture, were collected by him. It is such systematic study that is needed. With the exception of Messrs. S. B. Guha, Das, Chatterji and a very few others, there are no anthropological students in India. The facilities for the study have not been appreciated by our University.

Now, it will take years perhaps for the utilization of the materials collected by Dr. Von Eikstadt for purposes of history; but the point that has to be noted in connection with the question under discussion is that, according to Dr. Eickstadt, there are three kinds of black races in India, namely, the Kolis of the north, the Veddas of Ceylon and allied tribes of South India and the Melmoids, a type found in many of the lower castes of India. Dr. Eikstadt who has studied the Negritos of the Andamans for a few months in a scientific fashion, believes that, while there might be some Negrito element in the Veddoid race in India, there is not much of it in the Indian population, when we remember the orthognathic character as well as the enormously dark and frizzly hair of the Negrito.

Bodhidharma.

In the *Buddhist Annual* (Vol. III, No. 2) Mme. Alexandra David-Neel gives a short account of the life and teachings of the great South Indian Brahman-Buddhist missionary to China. About 520 A.D. Bodhidharma, who was perhaps a native of Conjeeveeram, landed in the Celestial Empire which had already become a busy land of Buddhist scholars, missionaries, *Bhikkus* and *Bhikkunis*. When Bodhidharma reach-

ed the land ruled by Emperor Wu of the Liang dynasty, the latter boastfully catalogued his achievements in the way of the construction of temples, the preparation of translations of Buddhist sacred literature, the transcriptions of holy scriptures and the maintenance of *Bhikkus* and *Bhikkunis*, and asked the saint what merit he had earned. The latter promptly replied "nothing"; and in reply to the surprised and perplexed questioner, he explained the worthlessness of deeds unless they were done out of one's full heart and with no expectation of reward or merits. Proceeding to a monastery on the hills at Shao ling (now in the Honan province), Bodhidharma lived as a hermit, engaged in meditation for years. He founded then the *dhyana* sect of Buddhism, known in China as the Zen Shu (literally the *dhyana* sect) in Japan and the *Shan* sect in China. The fundamental doctrine of this sect is that introspective meditation is the only way to Buddhahood. Neither dialectic controversies nor interested philanthropic activities are true paths to it. The Buddhahood can be reached only by imitating the Buddha under the *Bodhi* tree and engaging in similar meditation. The supreme state should be *realised*, not *learnt*. The later excrescences of Buddhism were not conducive to the goal attained by the Buddha. Ritualism was no religion at all. This teaching of Bodhidharma was popularised after his death by a Confucian disciple of his, Shwang Khwang, and in course of time a number of disciples spread the sect throughout China and Japan. Though this religion of pure meditation has in its turn fallen a prey to ritualism and other usual defects of degenerate creeds, the treatises left by the school, many of which remain

untranslated, form a rich and invaluable heritage to the cause of truth and purity of saintly life. They form another set of unexploited intellectual mines.

Ananda Ranga Pillai's Diary Vol. XII.

Mr. H. Dodwell's edition of the translation of this famous Tamil Diary has just been completed, with the publication of the twelfth volume, which deals with the period which elapsed from January 1760, to January 1761. It gives a picture of the last days of the diarist, whose death took place only 4 days before the occupation of Pondicherry itself by Col. Coote. The volume gives the details of the desperate measures of defence taken at Pondicherry during its last days of independence. The doom of the French power was sealed with the battle of Wandiwash. The French tried to save their capital by measures, good and bad; but the desertion of Indian merchants, the quarrel between Lally and others including the Mysoreans, the non-arrival of reinforcements from France, the indiscipline of the soldiers, and various other circumstances led to its eventual fall. Ranga Pillai had no love for Lally and ardently desired his recall as much as he desired peace with England. It is a remarkable coincidence that the end of the diary and of the independence of Pondicherry was synchronous. Thus ends perhaps the most remarkable diary of contemporary events left by an intelligent Indian chronicler. Ananda Ranga Pillai is not good at politics or military movements. But the information in regard to these are available in other and more authoritative experts and we need not go to a Shroff for it. His great value lies in the fact that he gives us details of things which we can never expect in technical treatises on policies and

wars in which Englishmen possess a natural advantage. The condition of trade and business, the quarrels of castes and creeds, the little details of mutual behaviour, etiquette, the likes and dislikes of the people, and a hundred other things which constitute real life of the people, are found in these highly interesting volumes.

A word may be said about the history of the diary itself. It covers the period 1736—1761. Its existence was unknown for a century. French scholars who first came to know of it in the middle of the 19th century published from time to time extracts or translations of it. In 1894 M. Vinson noticed it partly in his *les Francais dans le Inde*. A copy of the diary was placed in the *bibliotheque nationale* of Paris. The original manuscript was in the Pondicherry Records office. A few years ago, Lieute-General H. McLeod Sir George Forest proposed to the Madras Government that a copy of the diary should be obtained and translated. M. Singaravelu Pillai, Curator of the Pondicherry Records Office, rendered every help to Sir Frederic Price and Mr. K. Rangachari who were entrusted with the task of editing the diary. Mr. H. Dodwell then took up their work, the last volume of which has just been completed.

Historical Exhibits.

The Historical Exhibition held at Nagpur in the first week of December 1928 was a very valuable means of instruction to students of history, as it included autographs of the *Firmans* of the Mughal emperors, paintings from the *Akbar-namah* and other manuscript works of the time of Akbar and Jahanghir, and selections from the private

collections of Mr. Ajit Ghosh of Calcutta. The very idea of exhibitions is rare in South India. It would be a very great service to historical scholarship if the private collections of the south are catalogued, according to subjects like manuscripts, coins, art-treasures, ancient documents, pictures of a historic character, ballads, rare military weapons, etc. A special officer is worth being appointed by Government for the purpose.

Buddhism and Christianity.

The Principal Miller Lectureship was delivered this year by Dr. F. C. Southworth, President of Meadville College, Harvard University. The first of his lectures was devoted to a comparison of Buddhism and Christianity. He took for his theme the following two passages taken from the *Dhammapada* and the *Gospel of John*. (1). "Look upon the world as a bubble; look upon it as a Mirage. The king of death does not see him who thus looks down upon the world." (2) "I pray not that thou shouldst take them from the world, but that thou shouldst keep them from evil." These represent the central thoughts, the lecturer said, of the two religious leaders. "No two men in all history have so stamped upon the world the imprint of their personalities. 700 millions of the inhabitants of the earth have enrolled themselves as the followers of these two men and the number is increasing all the time. In nation, in thought and in every external circumstances they were as widely separated as two men could be but in loftiness of character, and in the disposition to give themselves without reserve to the work of elevating human life, the two men were brothers. The legends which

surround the birth and the infancy of each are strangely similar. Of the childhood of each we know but little, but it is recorded of each that they confounded their teachers by their wisdom. Each is said to have taught their people by parables, bringing home to them important truths by stories which they were easily able to comprehend. There were inner resemblances as well in their teachings, for, the purpose which animated the life of each, was the same to turn mourning into joy and misery into happiness." Both advocated escape from misery by the path of unselfishness, purity and sublime self-sacrifice. The lecturer summarised the teachings of Buddhism in this lucid manner: "We live this life of endless woe because we desire to live; existence is the result of cleaving to existence. And we desire to live simply because we are ignorant of what life means. In order that he may get this knowledge it is necessary first that we learn to look upon this life and its pleasures with disgust, for not until we become disgusted with it shall we cease to desire it. This is the first and second step along the pathway of emancipation. Then there come two other steps, of which the first is right action which includes the Buddhist morality that is made up of unselfishness and kindness, Love man, but love no particular man. Form not strong attachments, for these will bind you to earth. And yet be humane and kind and gentle and free from passion for only by such acts as these can thou become emancipated. Not only cease to hate, but also cease to love if thou wouldst

throw from off thyself the galling chains. Then comes the fourth and final step, the breaking of the law of *Karma*, the departure from the world of sense and fleeting show, into the peace of *Nirvana*, the empty peace of nothingness. There the wicked cease from troubling and the weary are at rest." The lecturer contrasted this teaching with that of Christianity and pointed out that, while both are for a religion of inner life in preference to one of outer form, Buddhism is a religion without hope, a religion of despair, while Christianity is a religion of hope, of optimism. He opined that the leader of one religion was a prophet, while the other was a philosopher. "Where either failed, the error was not one of the heart but of the head." There was an underlying unity of teaching in both, *viz.*, to pass from external observances to the condition of human heart, from a primitive self-centred religion to a spiritual religion which regarded one's neighbour's life as one's own life. The lecturer concluded with a plea for a new Buddhism which would shuffle off its errors and a new Christianity which would be free from superstition, faithlessness and greed for the possession of others in the name of proselytism. To us, the value of such comparisons as these lies in the fact that the insidious poison of race-hatred which, in the name of religion, has been extended by the ignorance, prejudice and bigotry of missionaries, is being gradually removed, and a better knowledge of the mutual obligations of mankind is sought.

CONCENTRATION OF ELEMENTARY SCHOOLS

BY

Mr. M. S. Sundareswaran, M.A., L.T.

All rural education systems suffer from an unsystematic distribution of schools and the existence of a very large number of small schools. This has naturally given rise to the problem whether it is at all necessary to continue the large number of small schools and whether it may not be desirable to replace them by a small number of large schools. Both in India and elsewhere, financial and educational considerations have brought this problem to the forefront of educational organisation and Mr. Biss lays special emphasis on it in his report on the expansion and improvement of Primary Education in Bengal. This question of concentration which has assumed such prominence at the present time has however to be considered very carefully before steps are taken to give effect to it. One point that has to be specially borne in mind is that we are not considering the case of a new country where we have complete control over the distribution of population and consequently perfect freedom in the location and distribution of schools, but of a country where population centres have long existed and schools too have existed for a time long enough to possess a value in the eyes of the people. Again this question of concentration which is attended with great difficulties in any country has special difficulties of its own in a province like Madras. History and natural development have both given rise to a large number of private schools started and managed by varied agencies. We have first the Mission schools to which

we owe not a little of the progress that we have made in education. Among the Mission schools themselves, there are various classes. We have next the schools opened and managed by Indian private agencies. Next come those innumerable schools opened by teacher-managers through the inspiration and encouragement of the Education Department for a number of years. Last come the schools opened by the Government departments and local bodies. These latter which were very few in the early years of educational development, have very largely increased in recent years, more especially after 1921, and complaints are already loud that they are competing unfairly, to the detriment of economy and efficiency, with the aided agencies by opening schools in localities already well served by long-standing and well-conducted private schools. The existence of this large variety of schools makes the question of concentration particularly difficult in this province. These difficulties only point to the need for caution in considering proposals for the concentration of schools but do not rule out entirely the question in connection with our province.

It may perhaps be well at this stage to consider in general the advantages of a small number of large schools over a large number of small schools. In a large school it is possible to give a separate teacher to each class or section of a class and utilise the teaching power to the fullest extent possible, while in a small school two or more classes or

sections of a class have necessarily to be handled by a single teacher to the great detriment of the pupils, and where a single teacher is assigned to a class or a section of a class, the full teaching power may not be utilised owing to the fact that the strength of the class or section is less than the number which the teacher can efficiently manage. The recurring cost of running a large school is much less than that required to run a large number of small schools; a considerable amount can be saved in a large school on staff, equipment and other charges. It is cheaper also to acquire fairly large sites and construct a small number of large buildings than to acquire a large number of small sites and construct as many small buildings. In a large school the teaching can be graded according to the age and capacity of the pupils, while such an arrangement is not possible in a small school. A large school can provide for specialised instruction of various kinds and afford facilities for the development of the capacities of the children according to their natural bent; such facilities are not possible in a small school. Again in a large school the work is not much dislocated by the absence on leave of a single teacher or two, while in a small school such absence may make arrangements for the work of the absentee impossible and may even mean in many cases the temporary closure of the school. On the side of inspection too there is considerable advantage when we have small number of large schools instead of a large number of small schools. The inspecting officer will not then have to spend a considerable portion of his time in travelling and will be able to devote a much larger proportion of it to inspection. Larger school are not also

without other material advantages to children. They come into contact with a larger number of companions of their own age and get a better training and introduction to life.

These advantages and others not referred to here may perhaps lead many an enthusiast to jump to the conclusion that the first reform in elementary education is to close down a large number of small schools and open large ones at central places. This may be easier to effect in urban areas than in rural tracts. Even in urban areas the problem is not without difficulties. Account has to be taken of the fact that the young children in these areas can hardly be expected to walk long distances along congested and crowded roads attended with heavy traffic, thereby laying themselves open to the danger of being run over by quick vehicles or led astray in the crowd. In rural tracts the presence of rivers and streams, fields and waste lands, may make such amalgamation of schools extremely difficult. One who has to consider the question with reference to the conditions obtaining in this country must therefore bear all these facts in mind before coming to a definite conclusion. Added to these difficulties there are in this country others which are due to social causes. However much one may regret the apathy of the members of the high caste to those of the low caste, one has necessarily to count upon such prejudices and sentiments if one should avoid trouble and failure. It is of course very necessary to see that all schools maintained from or aided by public funds should be made accessible to the children of all classes of the community, but reform in this direction must of necessity be slow and be-

cause it is slow, the educationist has to count upon such prejudices in framing schemes for the expansion of elementary education. It is because such prejudices exist and will continue to exist until public opinion improves in this regard that we see all round us special facilities provided for the children of the depressed classes, and these facilities should not be done away with as a consequence of the application of the principle of concentration, until the time becomes ripe for it. There is also the question of sentiment that has to be considered in closing down small schools. The absence of a school in a village means the absence of a community centre for that village. The value of such a centre as a means of promoting healthy life in rural tracts and of moulding healthy public opinion cannot be exaggerated. It is, and should be, the means of bringing home to the people of the village the benefits arising from leading healthy and temperate lives. It should also be the means of affording further facilities of education to the adolescents and grown-ups. It also makes it possible to bring together the people of the village and create in them a sense of civic responsibility. The closure of a school or the with-holding of a new school on the ground of concentration may mean considerable loss in these directions.

The disadvantages arising from concentrating schools in select localities are attempted to be overcome in other countries by the organisation of transport facilities or boarding arrangements. Similar arrangements can hardly be thought of, at any rate the present, in this country, so that most of our children will have to walk daily to school at least twice. There are dangers and difficulties in obliging young children

to walk long distances from their homes in order to attend schools in central places. The long walks may so tire the children as to make them unfit for receiving the full benefits of education at school. They may also expose them to danger and disease, more especially in hot or rainy weather, as walking in the hot sun or in the rain may expose them to diseases of various kinds. Another question which should not be lost sight of in this connection is whether, in the present financial condition, expenditure on a large number of big buildings which would be necessitated by the adoption of the policy of concentration can at all be afforded. The money that is made available for education is unfortunately small and that which can be spared out of it for elementary education is smaller still. This by itself will make it difficult to undertake any large building operations. Such expenditure, though necessary, can be incurred and the money necessary therefor can be found only if public opinion moves considerably in favour of a very large increase in the expenditure on education.

This question of concentration which has assumed some prominence in all countries at the present time, appears to have engaged the special attention of the conference of District Educational Officers convened by the Director of Public Instruction in January last. From the speeches delivered on that occasion by the director of Public Instruction and the Hon'ble the Chief Minister for Education it is seen that special emphasis was laid on this question. This special emphasis was, not, however, without justification, for the opening of new elementary schools, more especially schools under public management, in recent years has been on no

definite and settled plan. Schools have been opened without regard to the educational needs of the locality and the facilities already available. There is therefore need for considering this question of concentration seriously at this stage. It cannot also be again said that the principle of concentration has much in its favour. The practical difficulties in the way of giving effect to this policy should not, however, be overlooked. Besides those mentioned already, there is the conflict of aided managements in certain localities which will make it difficult to choose the school that should be closed and the school that should be allowed to continue. These and other difficulties point to the need for proceeding with caution in this direction. Any decision regarding any locality or tract must take account of the factors mentioned above, if failure and disaster are to be avoided. A scheme that looks well and nice on paper is not the one that will prove either practicable or efficient in actual working. The question of concentration and distribution of schools is not merely a question of arithmetical calculations. Other factors have necessarily to be taken into account and to the extent they are considered and made to reconcile themselves with economy and efficiency the success of the scheme will be guaranteed.

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"A RECONSTRUCTION OF OUR EDUCATIONAL SYSTEM"

By

Mr. E. M. Jesudasan, B.A., L. T., Principal, Danish Mission High School, Tiruvannamalai.

Though a great deal has been said and written on the subject of Education, yet there is, I believe, room for some more thought and expression on the matter. I do not propose an exhaustive discussion on the correctness of any theories, but a simple matter-of-fact enumeration of deductions from existing circumstances and some suggestions for remedying these defects.

For the sake of brevity and clearness, I should like to confine myself to the kind of education that is imparted to our youth, with whose welfare and happiness we are primarily concerned: viz the Elementary and Secondary Education. In the first place let me confess that education in the broadest sense of the term, as serving the purpose of lifting humanity and as spreading over the aeons of the future, is inconceivable and out of bounds for my limited capabilities. If one is to learn anything from the records of science or history, it is the rather humiliating fact that theories and calculations of one generation have been considered inaccurate and obsolete, if not altogether ridiculous and stupid, by the next generation.

Our horizon, even with regard to the possibilities of the present, is so circumscribed that though it may be right for philosophers to lay down theories and principles enunciating the eternal varieties, ordinary mortals dare not think beyond the next generation

and their mundane livelihood. Keeping this in mind, we may well ask what sort of men we expect the next generation to be, or what are we making them into. Every sane parent and well-wisher of his country would like that his children and the younger generation of his country were models of perfection in physique, in intellect and in character; and I trust that we would all agree that we are striving towards such an ideal. But a closer inspection would reveal the fact that though we have an ideal in view, the ideal is so hazy and ill-defined on account of our ignorance, traditions and wrong methods that we are yet a long way off from attaining anything like the semblance of our ideal.

But, in the meanwhile, the onward march of progress of the word as a whole demands that India should be supplied with men who could make their own mark and would mould the destiny of India for the good of her millions. India needs in every field of human activity, strong men, virile, honest and wise; Not only men who will top the list in a university examination, but men whose knowledge, integrity and push will make them pre-eminently leaders in the department they have chosen. Put in other words, I may say, that we need our Huxleys in the field of science, our Max Mullers in Oriental studies, our Henry Fords in Industries and straight-backed keen-sighted men

* A lecture delivered at the meeting of the N. A. Teacher's Guild.

in every walk of life—in state, in society, in trade and in the professions. But looking about us, how few is the number!

No doubt, we are producing, in some one part or other of our country, a Sir J.C. Bose, a Tagore, or a Mahtre, but compared to the vast millions of India, with a heritage for learning and civilization for more than thirty centuries, it is but a poor result. To take a class room example: it is like producing one or two geniuses, securing cent per cent. marks in all the subjects, out of a class of one hundred pupils; the rest of them being far below the average, and a large majority of them being mere ciphers. Such a result would argue that the geniuses were not the product of the class-teaching but that by their innate ability had secured distinction *in spite of* the class-teaching. May it not be, then, that our educational system is at fault? If it were not, should it not produce a fair number of such geniuses and an appreciable majority of intelligentsia of more than average capacities? If it would, then we would be right in arguing that our educational system is sound in its principles and that it had fulfilled its purpose.

But some times it is said that our present educational system is only a product of our social and political conditions, or at least that it is very much influenced and shaped by a consideration of these conditions. But we must at the same time remember that the removal of social, economic and political disabilities depends a great deal on the sort of men who are leaders and their outlook on the education of their country. Hence, such an argument is only begging the question. A sound educational system would

not only meet the needs of a nation, but would go to give its men a capacity for expansion, of striking out new lines of thought and action, in short would make them pioneers in the onward march of civilization.

Considered as such, what about the system of education that is now given to our children in South India? First there is the Elementary Education which aims at giving literacy to the large mass of our children living in the villages. Considering the number of years that there are spent in getting this Elementary Education, the standard of attainment demanded from a pupil of the 5th class is very poor. This, I am afraid, is due to the inclusion of a number of subjects which sound big in educational parlance but which possess very little real value to the needs of the villager. Subjects like Nature Study and garden, for which almost 8 or 10 periods a week are allotted, is nothing but a replica of the vegetable garden found in the back-yard of every Indian home. Then there are those inane things that are presented as Indian History, containing very little matter for children to read or to remember, which create any thing but patriotism or love for one's past; as also the unrealised possibilities of a district or presidency geography as they are at present written and taught. Has the villager any use for the subjects that he studied in his village schools? How much of it does he remember and put to practical use? (A folk-school or an adult-school may accomplish something, but at the elementary school it is certainly too early to attempt to work out with any degree of success the present curriculum.) Excepting for the reading and writing and a little bit of arithmetic-

(the four simple rules) the rest of the instruction he has received, goes completely out of his mind; and naturally so, as he has no use for them.

Would it not then be right to suggest a reconstruction here? Obviously then, the curriculum could be much lightened by the elimination of what are called general knowledge subjects, raising the standard of vernacular instruction, making it possible for a twelve year old boy to read and understand intelligently portions of Tamil literature thus giving him a desire to increase his knowledge of his mother-tongue and incidentally of his mother-land. The arithmetic should be of a type that would help the villager to calculate his yield, appreciate market quotations in the papers, draw a plan of his lands or his house and calculate its measurements, so that it is a real asset to him. A flower garden, laid out with an eye to beauty or free-hand drawing with colour-work may be included to cultivate the æsthetic sense, of which there is an appreciable lack amongst many of our village brethren. But the rest of the curriculum would, I believe, go out unmourned and unwept both by the pupils and their parents.

I do not touch upon the question of providing suitable books or the difficulty of securing well-equipped teachers, simply because authors write books to meet the demands of schools, and teachers would have to equip themselves if they are to continue in their work, pay them well or pay them ill.

Coming to that department of educational system of which we form a part, I may have to ask you for a patient hearing, as Secondary education, its evolution or revolution

is a favourite and pleasant theme for criticism and discussion for almost any one excepting ourselves. The fact of the matter is that, just as we have had no voice in choosing our parents, or the conjunction of stars at our birth, we have, for no choice of our own, to work out a system whether we agree with it or not. And just as the Tamil adage has it, "One who is married to an ass shouldn't be afraid of kicks", we have to take criticisms and opprobiums levelled at our heads with the calmness born of such a marital tie. Of course, there was a time when we were keenly alive to the defects of our spouse, the S. S. L. C. course, but we have got used to them and now we are actually so enamoured of her that we are prepared to go into hysterics, when there is a talk of remodelling her so as to suit.....(somebody?). I say somebody because I do not know whom it would suit. Now at least it suits the Secondary school teachers, though it does not suit the pupil, the parent, the Government or the University. But with the change, whom? that is the question.

That Secondary education should form a preparatory stage to the university, no one can gainsay. But that it should be so worked in detail as to suit only the needs of a university whose ideals may or may not be consonant with the true advance of knowledge and civilisation, is illogical, unscientific, and disastrous to the youth of the country. Anyhow, as Secondary education should be to a certain extent in line with that of the university, I could not escape touching upon university education as well. I know my own limitations and I confess I am not competent to speak on University Reforms, but I trust you will bear with me

for just mentioning a few observations which I leave to you to accept or reject.

The first is that a university does not exist simply for the sake of conferring degrees upon candidates who pass its examinations the curriculum for which examinations were dictated by the admirers of some foreign universities and modelled on similar foreign notions, some three quarter of a century back. Though prescribing examinations and conferring degrees are a part, and a necessary part of a university administration, yet we could not lose sight of the fact that the essential objects of a university are that of assimilating all available culture, present and past, and directing the intellectual progress of its youth on sound lines based on experience and foresight.

Secondly, unqualified spirit of conservatism combined with a fond attachment to old-time traditions is a condition that does not contribute to real intellectual progress in a university. Such a condition is symptomatic of self-importance born of intolerance and an incorrect estimate of existing conditions. Allowed to exist as such, the university, instead of being a contributor to the wealth—intellectual, social and economic, of a nation, instead of ministering to the needs of its people, allows itself to become an autocrat, the recipient of flattery and a dispenser of empty titles and honours.

That an attempt is made to remodel our university activities in the light of present day conditions in South India is somewhat evident. But that under the present conditions, Secondary education should be solely at the dictation of the university cannot be upheld for more reasons than one. The first is that a large majority

of those who take a secondary school course do so, not with the view of entering the university, but that they may, if possible, find a vocation where they may make themselves useful. They either choose one or the other of the few professional courses open to them the Medical School, the Teachers' Training school, and the Mechanical or Electrical Engineering schools, or directly enter Government, railway or private service as office hands. And then, there are also a few who take to the course, not with a view to utilise it in securing an employment, but just for the sake of getting a better education combined with some English knowledge; which, they expect would stand them in good stead in running a firm or business of their own on up-to-date lines. The number of such pupils, though very small at present is bound to increase in the near future.

Remembering then that there is such a large majority whose goal is not a university course, one cannot but ask whether the eligible list, towards which all employers seem to converge, could be a good criterion of the fitness, proficiency and intelligence needed for the vocations they would choose. We cannot deny the fact that what would go to make a brilliant university career does not necessarily make for success in the vocations held out to the S. S. L. C. man. Hence, you will kindly excuse me if I mention some of the differences, differences that exist between the needs of a university specialist and an office hand. Though a fairly good knowledge of English is essential to both, *viz* to the university as well as the professions mentioned above, you will admit that an undue specialization in two or more subjects resulting in the omission and complete ignorance of subjects of every-day importance is

not a satisfactory requisite for an S.S. L.C. course. And further in these days of keen competition and unemployment, the S. S. L.C. young man cannot easily find work in his own province; and it is becoming more and more a necessity that the young man cannot be satisfied with a knowledge of his mother tongue and English only. It would be in the interests of the candidate if he possess a fairly good knowledge of English (spoken and written), his own vernacular, clear ideas on the geography and history and government of his own country, a knowledge of mathematics that would help him in any commercial house, a good handwriting and lastly a working knowledge of a second Indian language.

I have put all these subjects together, not only to emphasise their importance but also to try and show you how it is possible to redistribute the items in our curriculum, so as to suit changed conditions. So far as English is concerned, I believe that it has been worked out better than the A. Group vernacular, and the only suggestion I have to offer is that the selections should be more modern, and that the 2nd paper be made a much more real test of the pupils' ability to cope with ordinary correspondence in an office; a special column for oral work, along with that of the handwriting in the S. S. L. C. register would be a valuable provision. So also would be the elimination of some portions of the Elementary mathematics syllabus, those relating to mensuration and the inclusion of mathematics bearing on account keeping etc. The vernacular translation and composition may not only be made to include some more literature, but must form a sufficient test of the candidates'

original work, as composition and letter-writing.

But the presence of the optional subjects and their early specialisation, though serving the purpose of a preparatory course for the university, exercises an unwholesome influence on the pupil, in that it accentuates the peculiarities and the deficiencies of each particular pupil and does not help him to correct his oddities and perfect his mental development. It is on account of this drawback, that I would like to suggest that the two optionals were substituted by a syllabus of (1) Geography, Indian History and Government and (2) a second Indian language preferably Hindi or Hindustani. The knowledge of a second Indian language cannot be much insisted on in a country of diverse languages like India. The government realising the necessity of such a knowledge have made it a test for promotions in most of the provincial services. I may also mention here the large number of young men who go out of the Tamil area, even into the Bombay and the Bengal Presidencies, in search of employment to whom the knowledge of a second language will be one of great benefit. As a great deal has been said about including Geography and Indian History in the A. Group, and as public opinion is strongly in support of it, I do not much dwell upon its merits.

The place of Elementary Science and British History in the B. Group could profitably be occupied by Manual Training and Elementary Physiology and Hygiene; or where manual training is not feasible, by a special course in Drawing; so that a boy leaving the secondary school could be expected to possess a fairly good equipment of practical knowledge in using head and hands.

For those who prefer a university, professional or commercial course, two optionals could take the place of the B. group subjects mentioned above (*viz*, Elementary Science and Manual Training or Drawing) and the Second Indian Language in the A. Group, and these subjects presented as additional subjects for the public examination.

One more point before I finish with this part of our system, *viz* the issue of a certificate to successful candidates. The S.S.L.C. certificate, as it is at present in book form is a cumbersome affair, and whatever appointment its holder seeks, the employer has a prejudice to look into and scrutinise the marks and to make up his mind from the marks before him whether the applicant would suit him or not. It would help the candidate and the public much better if the successful candidates could be classified as 1st, 2nd or 3rd and a certificate issued to them giving a list of the subjects in which they were examined.

I am afraid that I have been rather dry with all these details, but it is because I believe that some of you will give your attention to these problems, and whether you agree with me or not, would work for the welfare of the pupils entrusted to your care.

And one of the miseries of a teacher is when he meets a pupil of his in want and unemployed and unable to put his knowledge to any profitable use. I do not claim that my suggestions are a panacea for all the evils but they may equip the young man better to meet the demands of the times and assist him in quickly securing a job.

I have not touched much upon the physical or character development because, far more important than any rules or regulations, it needs men and women, both in the home and in the school, parents who would co-operate with the teachers in rearing up children of the right type. Till the nation as a whole appreciates character more than worldly possessions and a strong body better than a bright scholastic career or a high position, we may have to be content with trying to remodel only the intellectual side of education, employing all possible aids in our schools towards the development of physique and character.

In conclusion I thank you all for the patient hearing you have given me and trust that our Guild may be interested in this matter so as to frame some working basis for the re-construction of school education in S. India.

EDITORIAL

S. S. L. C. Courses of Study.

Teachers' associations will have by this time received the supplement of the South Indian Teacher, containing the recommendations of the S. S. L. C. Board with regard to the revision of the courses of study. They should consider carefully the revised scheme of the Board and the syllabuses in different subjects prepared by the Sub-Committees appointed for the purpose. The general "revised scheme" is to be found on the first page of the supplement and the associations will have to consider the syllabuses in the light of the revised scheme of the Board. There are syllabuses in subjects which have not been included in the revised scheme of the Board but all these syllabuses as submitted to the Board by the Sub-Committees are printed in the supplement so as to give teachers all available information. It is for them to state what modification is needed in the general scheme and what alterations should be made in the syllabuses.

We do not think it necessary to go into the details at this stage but we shall content ourselves with pointing out one or two main points that have to be kept in view, while revising the courses of study. The scheme as revised by the Board comprises Group (A) Group (B) and Group (C). The subjects included in Groups (A) and (C) are prescribed for the public examination. Group (A) is the compulsory group which includes English, Second language, Elementary Mathematics, Elementary science, and History of India and Geography. It will thus be seen that "English History" is deleted from the compulsory group. The (C) group includes optional subjects and it is proposed

to drop some of the subjects now included in the optional group, such as Trigonometry, Practical Mathematics, Precise-writing and Indexing, Needle work, etc. There is still a (B) group in the scheme which includes Drawing, Physical Training, manual training etc.

The scheme has been revised with the idea of including all the major subjects in which instruction is given, in the list of public examination subjects. The Board did not seem to be unaware of the strain which this change should necessarily involve. This consideration should have perhaps weighed with the Board when it suggested the deletion of English History from the (A) group. We would, however, appeal to the Board to see its way to include English History in the compulsory group by lightening the syllabuses in other subjects. There is a consensus of opinion among teachers that English History should find a place in the compulsory group. Apart from the importance of the study of English History to the political development of this country, it is felt that pupils require a general knowledge of the outline of English History to understand and appreciate English literature in later years.

We have no doubt that the syllabuses in several subjects which have been prepared by the Sub-Committees are far too heavy. One of the subjects in the compulsory group, which will be found difficult to deal with is *Elementary Science*. The Elementary Science syllabus of the Sub-Committee requires radical alterations. We are glad that the Board has chosen to consult the men on the spot before it gives effect to the scheme

The Elementary Science Committee expects this syllabus to be covered in nearly 300 lessons but those who have had experience of work in the High School know it may not be possible to find more than 240 lessons on the whole. Seeing that the portion done during the three years is prescribed for public examination, some weeks should be set apart for revision in the VI form. We cannot understand why the Sub-Committee made a distinction between Biology subjects and Non-biology subjects with regard to the distribution of marks. The syllabus in the Biological subjects under Elementary Science is undoubtedly ambitious and anything more than an elementary knowledge of the plant and animal forms cannot be attempted. We do not know whether persons may be found competent to teach the General Biology portion. The suggestion of the Sub-Committee that the record book may be presented to the examiners or valued by the examiner is clearly impracticable and it shows ignorance of the present condition of schools.

The syllabus in Indian History may be made less romantic and teachers will have to see what portions may be cut down so as to make room for a study of the outline of English History. It is not clear whether a detailed study of grammar as indicated in the syllabus for second language is expected of candidates. We should like to invite the attention of teachers to the recommendations of the Madras Teachers' Guild regarding the S. S. L. C. courses of study, found on page 43 of the supplement. Teachers' Associations are requested to express their views clearly in regard to the following points in particular.

(1) Whether English History should be in the compulsory group also.

(2) Whether a lightening of the syllabus in Indian History, and Geography is possible.

(3) Whether "Elementary science syllabus" of the Sub-Committee may be replaced by the Madras Teachers' Guild syllabus or by a still lighter syllabus.

(4) Whether the study of grammar in connection with the second languages should receive much attention, and

(5) Whether the recommendations of the Madras Teachers' Guild regarding minima for passing are acceptable.

* * *

Contract.

Elsewhere is published a circular from the Director of Public Instruction, Madras, requesting the Teachers' Associations to express their views on the desirability of adopting a definite form of *agreement* between the management of an aided-school and the teachers employed therein. The circular says "it has been suggested that the insistence on some definite form of agreement between school managements and masters appointed by them would be of advantage not only to the masters in ensuring a reasonable security of tenure of their posts but also to the managements in preventing teachers from leaving them during the course of a school year." A similar circular was issued some years back and we understand that Teachers' Associations were for obvious reasons opposed to such a general system of contract. The question is not so simple as it looks. While the advantage that is likely to accrue from the general system of contract is dubious, we feel it may lead to further complication. We do not intend to emphasise for the time being the un-

academic nature of the proposal under consideration. There are about 300 aided secondary schools with more than ten-thousand teachers, and it is obvious that recruitment by contract will bring about a serious dislocation. We know that many of the managing bodies have no resources worth mentioning and it is not likely that they will at any time join together and press upon the Government the necessity for the enhancement of the grant. The system of contract will under such circumstances, prove very handy to such bodies and they will have no compunction under the proposed scheme to recruit teachers anew every time. Can any wholesome tradition be ever built up under such conditions?

We feel that the interests of the teachers as well as those of the management cannot be safeguarded merely by a system of contract. This question has been discussed at successive educational conferences of the S.I.T.U. The resolution which was reiterated at Chidambaram last December suggests a way out of the difficulty. It runs thus:—
(a) The Government should appoint for each district, whenever necessary, a Board of Arbitration consisting of a representative of the S. I. T. U., a representative of the department, and a representative of the management with power to co-opt local members, to decide cases of dismissal, suspension, or notices to quit;
(b) the decision of the above Board be made binding upon the management and the teacher; and (c) the acceptance of such decisions and the framing of definite rules of service in aided schools on the lines of fundamental rules relating to the vacation department of the Government be insisted upon as a condition of aid. This resolution is comprehensive

and it seeks to protect the interests of both the teacher and the management. We are anxious that Teachers' Associations should bear this resolution in mind when they consider the departmental circular. We are unable to agree with the view of the Tanjore District Teachers' Guild in respect of this question. It seems to favour a written contract. We can understand the idea of contract with regard to a few special appointments but are unable to understand how a general system of contract will by itself prove a real solution. We believe that any attempt at ensuring the security of tenure of service can prove successful only if conditions of service be improved. Definite rules of service, applicable to all schools should be framed by the department, and conformity to the same be insisted upon as a condition of recognition and aid. Such service rules should provide for the standardisation of scales of salaries on the lines suggested by the S. I. T. U. with a special provision for service in the 'so-called backward' districts.'

In fairness to the managing bodies, it should be stated that they do not send away teachers for the mere fun of it. Generally they do not get an adequate amount as grant from the Government and very often they are compelled to run the school by sending away senior teachers so as to bring down expenditure. The practice of sending away teachers before the midsummer holidays without salary is also due to the incapacity of the managing body to find the necessary resources. It is the *inelastic, illiberal and wooden* grant-in-aid Code which is primarily responsible for much of the discontent in the teaching profession. Our cry for the revision of the Code has, so far, been a cry in the wilderness!! Does the budge-

speech of the Hon'ble Minister for Education strike a note of optimism?

The Proceedings of the 4th Session of the All India Federation of Teachers' Associations.

We have pleasure in acknowledging the receipt of a copy of the Proceedings of the Fourth session of the All India Federation of Teachers' Associations held in Bombay.

This neatly got-up dainty volume of about two hundred pages is edited by Mr. M. R. Paranjpe, a prominent educationist and published by Messrs. Longmans, Green and Co. (Price Rs. 2-8-0).

The foreword, with a very useful extract from the report of the correspondent of the 'Times of India,' Bombay, gives a clear and succinct summary of the work the Federation has done till now, the aims and objects it has set forth before itself and suggestive remarks helpful to the organizers of future sessions.

As many as seventeen papers, dealing with several important educational problems that at present agitate the minds of those interested in Education, are contained in addition to Principal P. Seshadri's address of Welcome to the delegates and the Rt. Rev. Bishop G. S. Arundale's Presidential address the full text of which has already appeared in our columns in this volume. We are glad to note that the Conference has paid special attention to the Education of the defectives, a problem which the nation as a whole has for long neglected.

The book will give those interested in the Federation a very fair idea of the work it turned out in its last session. We believe that it will be of especial interest to us all in South India in view of the fact that the Federation has accepted the invitation of the S.I.T.U. to hold its 5th Session in Madras in the Christmas week of December 1929.

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

(List of Members—continued.)

Regd. No.	Name.	Designation.	Place.
279	Mr. K. Subramanyan.	Lecturer, Hindu College	Tinnevely.
280	„ M. S. Sundaram Iyer	Asst. Rajah's High School	Sivaganga.
281	„ E. Narasimha Iyer	Sc. Asst. Bd. High School	Bapatla
282	„ L. N. Subramanyan	Lecturer, Xian College	Madras.
283	„ R. Sundaresa Iyer	Asst. P. S. High School	Mylapore.
284	„ K. S. Srinivasa Iyer	„ „	Do.
285	„ Matthew T. Kurien	Sc. Asst. L. M. High School	Gooty.
286	„ E. S. Sridhara Rao	Asst. Aryan Secondary School	Trichy.
287	„ S. B. David	„ Kellett High School	Triplicane.

S. M. RAO,

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

OUR ASSOCIATIONS. THE MADRAS TEACHERS' GUILD

Annual Conference March 1929.

Mr. P. A. Subramanya Aiyar, President of the Madras Teachers' guild in requesting the Rt. Honourable V. S. Srinivasa Sastry to open the Conference said:—

“On behalf of the members of the Madras Teachers' Guild and on my own behalf I offer you Sir, a most hearty and respectful welcome to our midst this evening. It is a matter of great rejoicing that it has been given to us to welcome you who were amongst those who planned and organised this Guild more than three decades ago and were one of its first secretaries. And you will forgive us our pride at the contemplation that one who not very long ago was with us and is still of us has risen to such eminence as to command the intellectual homage and admiration of the British Empire and America and be ranked amongst the galaxy of India's great men, like Swami Vivekananda and Sir J. C. Bose, who have served to raise India in the scale of nations. It is our most earnest prayer that you may be spared for long, long years to come to work for the glory of the Motherland and the uplift of her children.

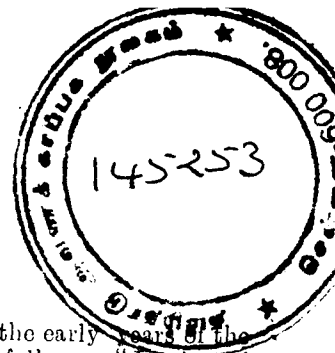
Education, Sir, under the new dispensation has, judged by the numbers of Educational institutions and the numbers attending them, made rapid strides in this province. While there was only one University in the pre-reform era, we now have three, thanks to the noble munificence of Raja Sir Annamalai Chettiar who has created the third of these, a Residential University at Chidambaram. A great advance too, has been made in respect of Elementary education. The principle of at least one school for a village containing a population of 500 and more, a principle which, if I remember rightly, you enunciated as a member of the local Legislative Council years ago, is being steadily kept in view and schools are springing up in large numbers. This is all to the good. But are we sure that the curriculum followed in these schools is of the right kind? Are we not rather making a fetish of literacy and neglecting to develop in our children a desire to work on the land, which, so far as one could see, would remain for long, long years to come the chief occupation of the people in this country, and take pride in such work? I wish, sir, that the Ministry of Education in this province issued an edict on the lines that the Ministry of Education in most of the

German States issued in the early years of the last century which ran as follows: “In view of the future occupations of children in country schools, most of whom will be engaged in agricultural pursuits, they should in addition to their ordinary work receive some instruction in the culture of fruits and vegetables”, and put it down in the Statute-book that to each school shall be attached a garden large enough to provide for practical work for all the children in it.

Unless from the very beginning children are made to take part in occupations connected with the land and learn to love such work, the spread of literacy alone will have the effect of inducing a disinclination to manual labour, an unhealthy craving for ease and a desire, as I said on the previous occasion, rather to live easy and starve on half-rations than work hard and eat to the full.

As the report of the Royal Commission on Agriculture points out, “From the agricultural standpoint, it is essential that the pupil should be encouraged to seek his interests in the everyday life of the country side. The years from five to ten are important formative years. If, during this period, the boy comes under a teacher who takes little or no interest in country affairs, if he learns his lessons and does his sums in terms of urban life and is given no explanation of the life that passes under his own eyes, he is apt to consider that town life is the ideal. If it can be secured that the teacher in primary school has a genuine interest in country life, that the school text-books are rural in tone and that the boy has been taught the use of his hands and has been imbued with a love for the countryside and a sense of fair play to his neighbours and to dumb animals, then there will be firmly established both the desire and the power to make the village a better place to live in and both the teacher and the system may be said to have abundantly succeeded.”

And what shall I say, Sir, of Secondary education? To put it in one sentence, it has not improved very much since the time when you, Sir, were a member of the local Legislative Council and pleaded so earnestly for more liberal aid to Secondary schools under private managements. I might even go further and say that the condition of things in respect of Secondary Education has worsened since your



time. Aided Secondary Schools still continue to be larger in number than those under local Boards and Municipal managements and they educate a large number of pupils too. Their present condition must be said to be worse in some respects than fifteen years ago. Fifteen years ago, if a school happened to levy fees higher than at standard rates, the extra fee income so got was looked upon as contribution by the Management for purposes of calculation of grant-in-aid. That rule has since been abolished and no credit is now given for excess collections of fees. The consequence is that a number of schools previously in receipt of grants now do not receive any. Secondly, at that time public opinion in favour of more liberal grants for private secondary schools was stronger than it is now. For example, when in April 1913 you moved in the local Legislative Council a resolution recommending that the Grant-in-aid code be revised so as to admit of more liberal grants being given to Secondary schools and that for this purpose a committee of officials and non-officials be appointed, there was a large measure of support in your favour. There were then in the Council seven or eight members who were connected with the managements of secondary schools, who had known what liberal aid their schools had been receiving before Dr. Bourne, revised the grant-in-aid code in 1906 and how hard hit they were after the revision. These were very loud in their complaints and one of them said bitterly and with truth, "If a school is rich enough, Dr. Bourne says, you are rich and you don't stand in need of help. If a poor school comes up for help, he says, 'you are too poor to receive our help, you must find your own funds and unless you come forward with them, we will not be able to help you.'" And the Provincial political conferences that were held year after year also expressed their keen dissatisfaction in the matter in terms of suitable resolutions. Things, however, have altered very much for the worse since then. Managers now do not care to raise their voice in public, the question has not been raised at all for some years past in the local Legislative Council, one or two members of that council who were approached with the request to interest themselves in the matter have not chosen to do so, and the Provincial Conferences that meet now and then are apparently far busier otherwise and have no time to attend to such trivial matters as grants to schools. Thus it has been left to us teachers to carry on the agitation, but we are small fry, are obviously interested parties and are therefore easily disposed of. How little the Minister of Education cares for public opinion amongst

teachers will be clear from the fact that he has more than once refused to receive a deputation from this Guild, but asked us to send our representations in writing!

Thirdly, the establishment in recent years of a number of secondary schools under Board management has had the effect of depleting the strength of aided secondary schools in their neighbourhood and thereby crippling their financial resources. The schools at Ambasamudram, Pattamadai and Gopalasamudram in the Tinnevely district, the High School at Srirangam, the Town High School and the Banathurai High School at Kumbakonam, the National High School, Mannargudi, the Native High School, Chingleput, the Taluk High School, Tenali in Guntur district, the Taylor High School, Narsapur in the district of West Godavari are instances in point. These have in recent years suffered considerable diminution in strength and therefore in fee income and the managements concerned have been put to the necessity of effecting drastic cuts in the salaries of the staff very much, of course to the detriment of their efficiency.

Fourthly, the rapid increase in the output of L.T.'s and trained Secondary grade teachers that has been going on for some time past has resulted in a glut in the market and consequent falling off in the salaries of teachers in schools. With a number of hungry teachers knocking at their doors for jobs and with their resources at a low ebb, managers have in several cases yielded to the temptation of dispensing with the services of the comparatively highly paid teachers in their schools and appointing in their places men on lower salaries. In his quinquennial Report ending 1926-27, the Director of Public Instruction says, "The rates of pay of the teachers (in aided Secondary Schools) have not improved much. In fact, in some districts owing to the increase in the supply of teachers there has been a tendency for salaries to go down".

The cumulative effect of these disabilities has been to place aided Secondary education in a sad plight. The Director of Public Instruction is not unaware of this. In his recent quinquennial Report he says, "Many long established aided institutions have been and are in financial difficulties and it is to be doubted whether aided education is receiving a sufficient share of the total funds available for Secondary Education." And last year when he opened the annual conference of this Guild in this very hall he spoke to this effect: "I am quite at one with you in thinking that it is bad for education that large

and important institutions should live a hand-to-mouth existence. Financial embarrassment results in inefficient staff, in buildings being inadequate and dingy, and pressure being put on headmasters and staffs to admit more than the accommodation warrants and to promote a larger number than is strictly justified. There is a tendency to save money by making temporary appointments and employing untrained teachers where trained teachers are available, and teachers are tempted to try to strengthen their resources by outside activities to the detriment of their legitimate work."

I have already made reference to the Secondary Schools established in recent years by various local and Municipal boards in the Presidency. Many of these are ill-housed and ill equipped and are without adequate provision made for library or laboratory work or games. They are not, however, ill-staffed in that the scales of salaries there are comparatively better than in aided schools. But the most disquieting feature about these board schools, particularly those under Municipal Boards, is the unwarranted interference with the internal managements of schools by the Presidents or Chairmen. Cases of gross abuse of power by these officers have recently come to public notice and it is some satisfaction to know that both the Director and the Government are keen on checking this evil.

Again neither aided schools nor Board schools have yet made provision for Manual training or pre-vocational training on any appreciable scale. Out of a total of 528 secondary schools for boys, only 68 provide instruction in one or more of the subjects included in Manual or Vocational training and only 11,800 pupils out of one lakh and sixty thousand receive this instruction i.e., seven per cent.

Secondary education thus functioning at such a low level of efficiency, the foster-child of education now reared by the Ministry of Education in this Province may be likened to a monster with a huge head and huge limbs joined together by a feeble trunk, weak and atrophied. It may be that for a time you could, by artificial means, an injection here or an injection there, keep the thing alive, but it cannot last long. Soon the inevitable reaction will set in, the blood coursing from a feeble heart will fail to reach the extremities, numbness and paralysis will set in leading ultimately to death. It were wise that those in power realised this and by buttressing up the trunk and by adopting other remedial measures soon enabled this organism to assume the right proportion bet-

ween its several parts and grow naturally into health and strength. Otherwise a condition of things will soon arise when all those concerned will have to exclaim with regret "would that we had known better".

Once again I thank you most warmly, sir, for your presence in our midst to-day and request you to open this Conference.

MR. V. S. SRINIVASA SASTRI'S ADDRESS.

Mr. V. S. Srinivasa Sastri who on rising was received with loud applause, said:—

Mr. Subramania Aiyar, ladies and gentlemen, —You have conferred on me a great privilege for which I am duly grateful. The honour of opening the proceedings of the Madras Teachers' Guild assembled in an annual session would in any case be appreciated by one in my position. But the paper which has just been read alludes to its early origins in which it fell to me to play a part. I recall the time, it was I think in the latter part of 1895, that I wrote the letter in the local Press to which may be traced the beginning of the Madras Teachers' Guild. I cannot say, as the paper says, that I was one of the first secretaries. I do not think I had that honour, but I was connected with the Guild from the beginning in some capacity or other and for a great many years I also was Secretary. The Madras Teachers' Guild has passed through many changes of fortunes. At one time it seemed really very prosperous, full of vitality, commanding the confidence of the profession and enjoying the respect of the department. At other times, I remember, while I still was a member of the teaching profession, its fortunes reached the bottom. The membership fell off rapidly and I well remember the time when the bill collector could scarcely keep himself alive with the gleanings. Well, the Guild suffers like other bodies in India from a lack of zeal among its own members. But while I was there I never liked anybody to say so. I used to lay the blame for its ill fortune on everybody but the profession. I said: "What can you expect the teachers to do if the department treats them so, if the Madras Senate is not behaving properly towards them, and if the surroundings do not recognise the supreme importance of the teaching profession in the economy of the community" and so we blamed everybody right round. We traced no part of the responsibility of the Guild's fortunes to ourselves. I suspect it is the same story still. The teachers would not like either their critics or themselves, when they criticise, to bring home to themselves any part of the responsibility.

But now I stand as an outsider and if in that capacity I can see more clearly at all than I would say to them "just turn the search light inwards." I come from a country where you cannot say that the teaching profession has either enjoyed or is at present enjoying greater advantages than the teaching profession in this country. It is an unorganised profession and there is no system of training known and there is hardly one among them who is even a Matriculate. Still you may think that perhaps they are enjoying a great deal of sympathy and support from the local administration. Nothing would be further from the truth. The fact is that in the course of the enquiry conducted by the recent Education Commission, the Chairman of the Commission, himself a member of the Executive, frankly told us that the administration were, from a political point of view, conducting a campaign against the Indian community and that one of the ways in which they punished the community was to cut off the funds set apart for Indian Education. You can well understand therefore the conditions of discouragement and despair in which the profession there carried on their duties. But for a wonder the annual inspection reports bear testimony to the zeal which the profession bring to bear upon their work; and to the excellence of their results, which they say compare favourably upon the whole with the results achieved in the neighbouring European schools where the teacher and the taught work in conditions which are the most propitious, for the administration stinted no fund and afforded every possible encouragement to the work of education among their own population. Well, it appears to me therefore that a good deal is possible where the profession itself is animated with zeal for its work and is determined that the surroundings amidst which they work must be kept as far as possible away from the influencing work which goes on inside the school. I am not mentioning that for the purpose of comparison, but you would naturally expect me for some time yet to be full of the trouble with which I was grappling during the 20 months I was away from you and you must therefore allow me now and then to cast an eye back, were it only to enable one to see how things contrast between India and S. Africa.

Another point of view which just struck me as Mr. Subramania Aiyar was reading his paper, is quite worth mentioning. Mr. Subramania Aiyar drew, I think, a picture which does not fill one with hope of gladness. I think he merely brought us to the death-bed of the educational profession. He was looking forward to the ex-

piry of this monster, he did not say, ill-begotten but he certainly said mis-shaped, ill-proportioned, anaemic with diseased blood coursing through the parts and leaving other parts in a condition where you were in doubt whether it would be best to have a little of the blood or to go on without it. I hardly think that the Madras Teachers' Guild, if it shares that view of the condition of education, could be said to work with hope and with zeal. I do hope for the interests of the presidency, for the honour of the department and for the honour due to the ministry which taking the suffrage of the people is now conducting the sphere of education, for the honour of all that, things are a good deal better, that we may well look forward to a long life for education of usefulness and well applied vigour. It is quite easy to pick out all the unpromising conditions and sit down and weep. There is enough, I am sure, in the best ordered society to justify a picture of that type. But I cannot think of the great progress that has been done since I ceased to be a teacher without feeling that quantitatively and even qualitatively the progress certainly is remarkable. (Mr. Subramania Aiyar. I admit it.) Mr. P. A. Subramania Aiyar says that he admits that fact. I am glad he does so. I can get him to admit some other facts also. There is such a thing as an inequality or a disproportion if that is a more accurate word, between qualitative and quantitative progress. But it will take much more than what Mr. Subramania Aiyar has put together in his paper to produce in me the condition that great quantitative progress is possible practically speaking without some progress qualitatively as well.

Speaking about the condition of primary education, I do not remember a time since the world was created when missionaries did not criticise rural education. Reports upon reports have been published. You read the state of things in England and in America where neither money nor zeal has been wanting. Read about the condition of primary education there to-day. You find the same note of pessimism struck by a certain class of critics. We never were pleased with the way in which our children are growing up. We want so much for them which was denied to us in our own time and which we foign would give them. It is a very laudable feeling. I quite sympathise with all reforms whether in education or in any other sphere. But when they base their advocacy of the reform programmes upon the cry 'all is rotten now and we are very near the unmentionable place, then I begin to think that their zeal for reform is not accurately informed. I should

like even then a reformer to have a little faith, even in his own reform programme.

Take next the condition even of secondary education. You will of course say that I am out of touch with the conditions and I have no business to dogmatise. Some time ago we used to ask year after year for permission for municipalities and local bodies to take their proper place in secondary education. But we were continually warned off by disgruntled educationalists that local bodies ought to begin their efforts and end their efforts with primary education, that they should do nothing at all in the secondary field leaving that to private effort aided by the department. When I remember that was the state of things when I left the sphere of education I almost envy those that work in the field of secondary education to-day, when they find themselves surrounded by municipalities and local bodies on all sides which are on the whole, I am sure, better financed and better managed than the private schools of which a few typical instances were given by Mr. Subramania Aiyar. I almost begin to think that the educational millennium, for which we were praying has at last begun to appear. Now, naturally with so many schools lying about in close proximity there is perhaps a want of co-ordination, it may be there is a little unwise competition, it may be that the new class of people who have begun to take interest in local self-governing institutions like municipalities and district boards are not fully aware of the responsibility they undertake when big secondary schools come under their sway. It is true no doubt that some people play pranks they do not understand. Will that state of things last indefinitely? will they not begin to understand? are we not as public men interested equally in education and in the growth of self-governing institutions and do we not wish as a final consummation that education and local self-government and other vital branches of the nation-building programme should meet together some day and evolve a common Indian nation? If in this process some miscarriage of efforts takes place, if a few foolish people mismanage things, if a school that knew better days falls away in efficiency and if a school causes sorrow to those at work within the walls, are we for that reason to throw up our hands in despair and say that everything has gone wrong? In spite of my friendship for Mr. Subramania Aiyar and the great regard in which I hold him and the work which he is doing in this school, a school which is dear to me for many other reasons, in spite of every temptation, I simply refuse to join him in striking the same note of pessimism with which he would perhaps wish

me to open the proceedings to-day. I hope the proceedings of the Madras Teachers' Guild will be animated by a spirit of hope.

Now one word about the way in which the Teachers' Guild should stand, if I may say so with the department. My recollection goes back to the times when sometimes we enjoyed the favour of the department and the officials of the department treated us with respect and listened to our representations with attention. I can also remember other times when the responsible officials of the Madras Guild fell away from grace in those exalted quarters. And I suppose some of the officials of the department, some of whom in their faded glory I see here, would perhaps have regarded us as so many nuisances and consigned us to the dark corners of that wrong place. A department, proud of its work and having its own statistics beautifully piled up, may sometimes be pardoned if it forgets the human material with which it had to deal. I have known times when the director of Public Instruction was so much in love with the statistics and the reports that he actually forgot to interview the people and keep in touch with the living conditions of his own department. Such things do happen. But I must mention to you something which for the first time I noticed in South Africa.

Now in that country democracy is very young, and rather proud of itself. People who have got possession of the vote not only enjoy it but exercise it, and, for a wonder, you realise there more certainly than you do in this country how professions like law, teaching, engineering and medicine exercise within their own spheres powers over themselves and over their general surroundings very much beyond the expectation of one like me, who is aware only of Indian conditions. Take for instance, the profession that we are directly concerned with—the teaching profession. I was fortunate enough to be invited as the Agent of the Government of India and as a person who individually seemed to be interested in educational matters, once to be present at the annual session of the body there which corresponds to the Madras Teachers' Guild,—viz., the Natal Teachers' Association. It is an irrelevant fact at this moment that it does not include a single Indian teacher, for the Natal Teachers are all whites and it never occurs to them that there are such people as Indian teachers there. But that is part of the psychology of the white man of that country. But what did I see there? Being interested in comparing it with the Madras Teachers' Guild, I asked for figures and I was told that of all the teachers employed there, in one capacity or in

another whether under Government or in private institutions, about 93 or 94 out of every hundred were members of it, paid their subscriptions right enough, remembered that the body was alive all through the year and not like the teachers here remember it only to curse it when something wrong happened to them. We do not seem to be aware here that the Madras Teachers' Guild cannot do much unless we join it, and unless we add our efforts to the work that it does. Somehow or other, the man asks before joining "what has the guild done for me?" That is our way. But that is not the way of those who in democratic institutions wish to make their influence felt. Now no politician of any consequence, no one who is a member of the Local Legislative Council or the Assembly and the Union Parliament has a chance unless he cultivates this Natal Teachers' Association. They are all voters themselves and also canvassers. Each one having the vote, will also see that the vote is cast in favour of his nominees. Candidates, therefore, for legislative honours must go to these people, not only for their votes but the votes of those in whom they are interested. When therefore the society holds its annual Conference, you see not merely a few disgruntled teachers but you see the big men, candidates for offices, men who are either members of Parliament or who are likely to be members of Parliament, trooping and tumbling one over another, asking to be given an opportunity of speaking so that they may get on the platform and promise all sorts of beautiful things. Quite naturally, therefore, that body when it puts forward anything within the bounds of moderation and reason will be listened to and they will get what they want. And there is no doubt that is the case. At the session that I attended, I found not merely the officers of the department attending reverentially and respectfully to the speeches that were made, but the administrator of the province was there with his whole staff, that is to say, the Governor. He attended as he wanted to know what the teachers were saying, what the profession held as opinions upon public matters, and when the President, who was a headmaster of the school, had delivered his pronouncement and one or two others had made complimentary speeches, the Governor or administrator stood up to make a speech. Then officers of departments were instructed to be in attendance and help with facts and figures so that criticisms may not be passed in ignorance or in haste and then bad feelings allowed to be developed between the department and the profession which would mean evil to both sides.

Now how does it contrast with the state of affairs here? It is very amusing to

think what would be said for example, if a gentleman like Mr. Subramania Aiyar were rash enough to invite the Deputy Director of Public Instruction to come here and listen to the debate. I would like to see what reply he would get. This happens not only to the Natal Teachers' Society, which ignores the existence of Indian teachers. A few days later our own Indian teachers held their own annual session. Very naturally I attended also; that body curiously enough is living in an atmosphere of liberty. That is a great thing. Though themselves without the vote and without the power of influencing the vote, they also received a part of the consideration which the Natal Teachers' Society gets. Officers of the department attended there also and were quite willing to give advice. In fact that seems to be the general feature of things there. What would you say if when our Indian National Congress held its sittings there, just three days before I left, nearly every department, the postal department, the Commerce department, the Education department, and the Labour department in particular, sent their representatives, men of the rank of secretaries or under-secretaries. They all attended and as often as a subject came up, in which they were interested, the meeting proposed a resolution but would not pass on to vote until the officer had been given an opportunity of having his say. Invariably the officer put in some word or other. Sometimes he defended the policy and sometimes he said "this is a thing of which I was not aware; and I will tell my department that they ought to pay attention to this."

Now that ought to give you an idea at once of how a people having got the vote and learnt to appreciate it, are regarded as final repositories of all social and political power to which the officers are bound every now and then to render a faithful account. You see how at once the whole thing is transformed. You have the people and the officials working together, the departments always trying to understand the wishes of the people of whom they regard themselves—I can assure you—not as masters but as servants. You have an atmosphere then which is something of which we ordinary Indians have no idea. These are things which I saw myself and when I tell you that the things which happened to the European happened also to the Indian, although he may be without a vote, because that is the way things are shaping in that country, you can see at once how even without political power directly, it is possible for us to live in ways of self-respect in a place where self-respect is the ordinary mental attitude.

I wish that democracy even in this country proceeded a little more rapidly, that those who

have the votes learn not to divide and quarrel but to demand of the official that he take his proper place and that he come to us. That is possible only where instead of asking continually that we should be respected, we go about respecting our own officials. Here, too often is the tendency visible of a member of the public, speaking of an official sometimes in tones of abject adulation but at other times, especially when he wields a pen through the press, writing as if he was addressing a personal menial though he was addressing a common thing in the servant. It is quite the common thing in the case of educational establishments. I should like to address a word if I may to those people who are now placed in charge of secondary school establishments. I was myself a member of several private establishments in my time. I cannot honestly say that at any time I received humiliating treatment. I knew well how to meet such cases and when a man knows how to do so, he generally does not get it at all. But still, believe me, that in a great many cases those who suddenly find themselves in possession of authority do not recognise always the limitation of that authority. It is the commonest experience even in family life, even in the tender relations of father and sons and husband and wife that authority is most real and most respected when it is held back from view as far as possible and that the open assertion of authority is often met upon the other side with an equally open repudiation. Nevertheless, you see, for instance, in Municipal establishments sometimes rate-payers and the rate-payer's representatives on the Town Boards speaking especially to their educated employees in their schools in tones which certainly would be considered impossible between gentlemen.

The mere fact that I belong to the teaching profession and that I accept service under a municipal body does not degrade me. On the other hand, the municipal body ought to be glad to have in their employ a man of my status and they should go about rather proud of that circumstance, instead of being anxious to show that they have got in their service a certain set of people who are B. A.'s and M. A.'s and who have to wait at their doors for one thing or another. When I was a member of the staff of the Municipal High School at Mayavaram some years ago, that municipality had the misfortune every now and then to pass under what I cannot but describe as the malignant occultation. Sometimes a petty tahsildar, for instance, would become the temporary occupant of the municipal chair. For three or four months during the time till another regular chairman takes his

place we used to have a rough time. Once there was one of those tahsildars who, as soon as he became municipal chairman for the time being, passed an order promptly that no teacher employed in the Municipal High School should leave the place even on a Sunday without his previous permission. Just imagine the consternation. Of course, the rule was not respected at all. That was a silly order which naturally caused acute resentment. In any other healthy organisation, an order of that kind would not survive a week. Promptly it would be cancelled by the upsurging of public opinion. But in such a small hole as Mayavaram, we suffered from it and explanations had to be offered, fines were levied and refunds were made in some cases and refused in others. All kinds of complications took place for three long months before we got redress. By that time the amount of bitterness and ill-feeling caused between the municipal officers and the teaching establishment was by no means good even to the discipline of the school. You would not need any effort of imagination to consider how it was quite impossible through those three miserable months even for the actual school discipline to be effective. Such things, I thought, were the peculiar misfortune of those who served in the former generation. But what was my surprise when the very day I came to Madras I learnt of an exactly parallel circumstance in a small municipality. That municipality had been assembled together upon urgent summons of 24 hours and by a resolution strangely unanimous the salaries of the entire staff were cut down by 25 to 35 per cent.—an all-round cut, and the bolt came from the blue. No one knew and no one had complained or had started the remotest cry that the municipality was being overburdened and the rate-payers were groaning under the rates and that therefore the educational establishment must be cut down. Nothing of the kind was known or suspected and yet it appeared to the chairman—one of those temporary occulting agencies—that he ought to signalise his advent in that critical situation by causing something like a revolution. It does, I think, show how much things have moved even in the Madras Presidency, that this evil was promptly rectified within about three or four days, and that an equally lightning meeting was held and that the whole thing was cancelled and the teachers are in receipt of their usual salaries. What do you think of a society in which such things can take place? As the lady said in the drama, "If these things happen, they may also unhappen" and unhappen pretty quickly too.

I was saying to the gentleman who complained to me about this state of things that the mere fact that he is a school-master does not exempt him from the vicissitudes of public life. These things are bound to happen, especially in a community like ours where large classes hitherto kept out of the franchise and its enjoyment are coming for the first time into its possession. When they have certain powers placed in their hands, they cannot but think in their narrowness and ignorance that the power placed in their hands is best exercised only when it is exercised so as to hurt others. This is a very natural feeling in the case of those who are new to it, and some of us who are better educated than others and who know therefore the temptation which civic power carries along with it, must be prepared in their own persons occasionally to bear these inconveniences of teasing. But some day you shall learn to appreciate the beauty, the usefulness and the high fertility of your work. But whether we show it in ways you approve or show it sometimes in ways you may not approve, remember that we are all parts of one large organism which is learning to understand its own unity and that if sometimes

part clashes against part it is perhaps a passing phase—and it may be, a necessary phase,—for the fulness of that great growth into a nation towards which under Providence—and so far as we can see all signs point—the whole of India is moving.

I am very glad indeed to declare the proceedings of the Madras Teachers' Guild open and I hope that between you and the department of education as well as the general public, this healthy and mutual trustful relations will be established which are so necessary for educational as for other progress, and with the experience and the freedom of one who once belonged to you and who is in spirit with you to-day, though not actually in profession, I venture to utter this solemn word just before I resume my seat—that if things are not altogether as you would wish them, if other people do not treat you as you wish to be treated, if pupils or parents or the general public do not give all that you ask for, depend upon it, he who watches the whole from a distance and without prepossession, upon a calm and impartial survey of all the relative facts will not acquit you altogether of some share of the responsibility.

NORTH ARCOT TEACHERS' GUILD.

The half-yearly meeting of the North Arcot Teachers' Guild was held on the 23rd, February 1929, commencing at 2 P.M. in the Cobb Memorial Hall, Voorhees College, Vellore, with Mr. Thomas Harris, B.A., L.T., the President in the chair. Mr. E. M. Jesudasan, B.A., L.T., Principal, Danish Mission High School, Tiruvannamalai, delivered an interesting lecture on 'A Reconstruction of our Educational systems'. (Published elsewhere). A keen discussion followed in which a large number of members took part and a committee was elected to draft a report on the Reorganisation of Secondary Education.

The following resolutions were then passed:—

(1) In view the fact that employees of Local Boards and Municipalities are allowed to contribute 1/12 of their pay for the Provident Fund in G.O. No. 4,309, L. & M. dated 26th October, 1928, this Guild requests the Government to increase the contribution payable by teachers to the Provident Fund for teachers in non-pensionable service to a percentage of 8½ on the pay instead of the present percentage of 6½ on the pay mentioned in Rule 3.

(2) The members of the N. A. Teachers' Guild congratulate Messrs. C. Doraiswami Ayya,

B.A., B.L., Thomas Harris, B.A., L.T., and S. Srinivasa Aiyer, B.A., L.T., M.R.A.S., on their election to the Dt. Secondary Education Board by the Managements, headmasters, and staffs other than headmasters of Secondary Schools in the District.

Messrs. C. Sanjiva Rao, B.A., L.T., and James Rajaratnam were elected as auditors.

The President placed before the house letters from Professor S.K. Yegnanarayana Aiyar, and Mr. T. S. Venkatramanan, expressing their inability to attend and wishing success to the meeting.

The house then adjourned for Lunch.

After Lunch Mr. George S. Isaac, B.A., L.T., delivered an instructive address on 'Adult and Mass Education'. After a lively discussion on the scope of Adult Education, the Guild expressed its sympathy and support to the Scheme of Adult and Mass Education.

With a vote of thanks proposed by the Secretary to the President, Lecturers, Delegates, and the Principal of the Voorhees College, the meeting terminated.

TOPICS FROM PERIODICALS.

Sir, Michael Sadler in an Address given at the Annual Meeting of the English section of the New Education Fellowship, says of Examinations and their place in English Education, "England, now that China has changed, is the classic land of Examinations.... It is the chief glory, of the English examination system that it is clean and honest. Scandals are practically unknown. In tests in which so much depends there is no cheating. The reputation of the English examinations, large and small, Elementary or advanced, is unsullied. It is noteworthy that in these contests though the reputation of these schools, the professional repute of the teachers, and the prospect of the candidates are involved in their results, some element of the tone of the schools and universities, some antiseptic in public opinion, guards the candidates against any temptation to play foul. *Sensible regulations are part of these safeguards. But the real preventive is a sense of honour.*

Not everywhere are examinations immune from corruption. There is a country which has imported its examination system from England and finds that it gives a savour to life like chutney to cold meat. In one of her famous universities, I have seen the printed copies of examination papers locked against larceny in double cages of steel as if they were securities in the strong room of a bank! And there are tales of Printers sitting on the damp type of examination papers and finding the impression on their white dhotis profitable!

In the History of Education in Nineteenth Century England Examinations were destined to render a service even greater than that of protecting patrons from designs on their good nature, or of stimulating competitive ambitions in the minds of industrious apprentices (purposes for which Examinations were first thought of by Richard Busby, the Headmaster of Westminster 1638-95, and later used). They saved independent schools from the threatened monopoly of an unintelligent and one-sided State control. Our examination system has protected the autonomy of independent Secondary Schools Examinations, by an external authority provide what appears to be a common standard of value by which the intellectual achievements of pupils from a great variety of schools can be assessed without interference in the internal organisation and regulations of the institutions from which the pupils come. The impeccability of this common standard of value is more disputable than its earlier advocates believed. In England,

Examinations are too deeply rooted, for it to be possible to extirpate them except after a revolution. They are too convenient to be wholly dispensed with. For good and evil, they fit in with the English Psychology—with the state of mind which wants to be sure that teachers and pupils are doing their work up to a decent level, which believes in prodding the careless and the indolent, and which does not take very seriously any risk of intellectual over pressure...And it must be added our examinations are too remunerative to be scrapped without resistance!... Examinations are the English destiny!"

The Bane of Examinations.

Says Sir Michael, "Sir Philip Hartog exclaims, 'Examinations test and can test, that part of a man's or a Woman's education in which it is useful and necessary to think and act more or less on a model...The attitude of working to do what he believes some one else will think best is an attitude which tends to kill originality.' I suspect that the examination system is capable of doing more subtle and permanent harm to English wits than drink. The ordinary parent, the prize distributing member of parliament, the dutiful administrator in Whitehall or in a local education office, cannot be said to realise the far reaching effects of the growing system of examinations. There are intermittent eruptions of criticism, but the general run of us take the system for granted, ruefully in some cases, fatalistically in most. So, in the eighteenth century did the English people take the slave trade!"

The Remedy.

For the more mechanical purposes of education the examination system is rather a good device. But its effects on education as an art is devastating. It is more in harmony with the normal convenience of the people who never break new ground in knowledge and in art than with the needs of the creative mind. Yet how much does not mankind owe to the originality of a few individuals!

We cannot abolish examinations, but we can mend them.....This thing can be done—

(1) if the examination results take into account the teachers' confidential and candid reports on the work which each candidate has done at school and the qualities of mind and character which he has evinced,

(2) if the examinations so reconstituted and so widened in their outlook are used only

as qualifying tests and not as the basis of competitive awards of scholarship or prizes or of places in an order of merit among candidates in a number of schools whose different judgments it would be difficult to equate with sufficient certainty to warrant close discrimination between the merits of a multitude of candidates.

(3) if inspection of schools is (as in Germany) closely bound up with the method of examination for leaving certificates, so that the external examiners may know before hand the teachers on whose verdict the results of the examination will partly depend, and have formed a judgment on the intellectual quality and (so far as can be ascertained by inspection) the tone of each school concerned, and

(4) if the purses of the candidates or the revenues of the schools or of the Government can bear the cost of this more expensive kind of investigatory test...

Considering what is at stake, there has been too little Scientific observation of the methods and result of the examination system in England. In this field, systematic research is much to be desired. It might lead to possible improvements in method. It might put us on our guard against doing unintentional mischief by misuse of the indispensable instrument of examinations.

Sir, Michael's 'ifs' are big and probably insuperable to our department of Education! Will the department which is always trying to reduce the grant-in-aid to schools, we wonder, ever try to undertake the investigation suggested by Sir Michael?

The Danish Folk High Schools.

"The Danish 'Folk Schools'", writes Anders Vedal, Principal, Krabbesholm Folk High School, Skive, in the current number of the New Era, 'are schools for adults. Nearly all of them are boarding schools, the Principal and the students living more or less as one great family. The winter term is in most cases for men. The summer is almost exclusively for women. Some Schools provide special courses for advanced students. They are private institutions owned by a corporation or by a Principal, though they receive a Government grant. They are situated chiefly in the country and more than half the students are the sons and daughters of small farmers. The schools do not prepare for any trade or profession and there are neither examinations nor degrees. The main aim is to provide an education which fits the stu-

dent to live his own life; but to the influence these schools may be directly attributed the high average ability, the power of co-operation and the interest in the common good now, shown by the Danish agriculturists * * * The main aim of these schools is to awaken, to enliven, and enlighten. For this purpose the influence of the teachers and their relationship with the students became of paramount importance. Life is in man; only its image, in books—Teaching at the Folk High Schools is based on the 'living word,' the revelation of the spirit."

The author concludes, "sometimes people are inclined to value the Folk High Schools for their ability to make men better farmers, better artisans, better producers, better co-operators. They may do this; but the real aim is deeper. It is to help men and women to live better and fuller lives as citizens, as fellow countrymen and to feel more joy and create more joy."

The Mass Education Movement in China.

"The success of the movement," writes P. W. Kuo in the News Bulletin of the World Federation of Education Associations, January 1929, "is in large measure due to the introduction of the Pai Hua or colloquial style in writing. For long the educated Chinese have been accustomed to the classical style in their writing which far removed from ordinary speech both in Vocabulary and syntax is as unintelligible to the common people in China as Latin is to the average European or American. The use of the colloquial style in writing and the scientific Selection of a Vocabulary of about thirteen hundred most frequently used words which are sufficient for simple reading and ordinary correspondence offered an easy solution to the problem of Illiteracy.... The organisation and supervision of the work is carried on by a national organisation under private auspices known as the Chinese National Association for the Mass Education movement.—The Association has now acquired a staff of unusually strong personnel. They have been able to clear the movement of political entanglement and to make steady progress amidst flood, famine and civil strife."

"The Movement," says Kuo, "is by no means limited to an extensive project of teaching reading and writing. An intensive experimental programme is carried on in a restricted area, the district of Ting H Sien, to discover the most efficient means of educating the people. The district is to be made a Model Community, demonstrating to other parts of

China the value of and the necessity for work of the kind. Such subjects as civics and sanitation are given emphasis. But perhaps the most interesting part of the Programme is raising the economic level of the people by the development and demonstration of improved agricultural methods, improvements which do not involve any radical re-organisation but which

can be easily incorporated in existing methods." The far reaching influence of such work cannot be over-estimated. Considering the advance so far made in China in spite of her being handicapped during the last several few years, no one will doubt the utility and success of such a movement in making new citizens of China, nay for the whole world

NOTES ON CURRENT TOPICS.

(BY SEARCH LIGHT.)

Mysore's Splendid Lead.

The Department of Education in Mysore has deputed some of its teachers to study 'Recent developments in Child Education in the city of Madras.' The party consists of Mr. C. Krishnaswamy Rao B.A., Headmaster, Government Training School Hassan, and Secretary, Mysore Provincial Secondary Education League, Messrs. D. Sivaramayya, Syed Abdul Razaack, T. Krishnamurthy, Miss. R. T. Janakiamma, M.A., and Miss Sakuntala Iyengar. They arrived in Madras early this month and have been visiting various Schools where the New methods of Education are tried and used. They visited the National Theosophical College and School at Adyar, the Montessori School at Engore run by the Indian Woman's Association. The Lady Willingdon Training College, The Bentinck Girls' High School, Vepery, the Ramakrishna Students Home, Mylapore and other institutions in the city. The President of the S.I.T.U., was at Home to the party at the office of the S.I.T.U. on Thursday the 21st instant.

The example of Mysore is well-worth imitation.

Education in the Councils.

All the Provincial Legislatures are busy with their budget discussions. Education Ministers are often heckled and asked in unambiguous terms to state their policy in regard to Education. It is really pleasant to see how Minister after Minister confesses his lack of policy. Here is what the Minister for Education, Bombay has to defend himself with: "The position of the Education Minister was like that of the big boy in a class. As the big boy was always whipped as a lesson to the other boys, so also the Minister for Education came in for a larger share of whipping. Several Members had accused him of committing various sins of commission and

omission, but he would only say in reply, that for some of those sins the Finance Member was responsible since he could not provide more money." One is inclined to pity this 'big boy' of the provincial cabinet!

In Madras, things seem to be different. Mr. Biswanath Das, in the course of the debate on Government Educational Policy, is reported to have said, "the minister is only fond of making assurances but has not forwarded clear cut proposals for the improvement of education in various directions in all its grades. He has not done anything to put secondary education on a Statutory basis. No definite step has been taken to vernacularise secondary education course in spite of steps having been taken to obtain the opinion of district boards and other bodies—**Large sums of money were allowed to lapse for want of a regular programme in the Educational field.**" Member after member rose to make similar charges. The Minister in his lengthy reply attempted to meet all other charges excepting that of allowing large sums of money to lapse for want of a regular programme in the Educational field; Nor does he deny it. What does it mean?

Re: Secondary Education in Madras, one member pointed out that during the regime of the present minister, the progress made in secondary education was only 7%. Mr. Arputhaswamy udayar is reported to have drawn the attention of the House to the need for Government interference in framing suitable rules re-fixity of tenure. "It was common," he said, "that the teachers in local board schools are inevitably caught in party politics. Government should interfere and have rules framed insisting on fixity of tenure of teachers and seeing that no teacher was sent out except for grave misconduct or proved incapacity".

Mr. Muniswamy Naidu struck the right note when he said that the expenditure on secondary education should primarily be met by provincial funds. He exposed the hollowness of the Ministers' policy of expansion in secondary education when he pointed out that even where taluk boards came forward with proposals for establishing secondary schools in their area, the Government turned them down either asking the board to meet the whole cost or by asking them to wait till doomsday. Again Mr. Naidu is reported to have complained bitterly against the Government policy in regard to building grants to local boards. He rightly pointed out that while the Govt. could spend lakhs on extensions to the Presidency College, or Rajamundry or Anantapur colleges, they hesitated to make grants to school buildings under local bodies.

* * * * *

The Ministers' Sad Confession.

But what had the minister to say? only that the policy of the Government on the question of secondary education was to encourage private agencies—(How? by refusing them grants and by starving them?)

Regarding the charge of undue delay in the matter of the revision of the Grant-in-aid code, the Minister was at once frank and plain when he pleaded guilty and felt sorry that the Government was not able still to bring out the new proposals on that subject. He said that the subject was a complicated affair and he hoped that the subject would be taken, and new proposals issued after the council session was over. Let us wait and hear of those new proposals!

REVIEWS.

VEERAMANGAI OR THE WARRIOR QUEEN, by Mr. V. Duraisawmy, with a Foreword by M. R. Ry, P. T. Srinivasa Iyengar, Avl., M.A., L.T., Price Re. 0-12-0.

This is a historical novel dealing with the adventurous life of the Warrior-queen, Chand Bibi. The period of time chosen is momentous in the history of Deccan. It sees the fall of Vijayanagar, the break-up of the Afghan Kingdoms of the south, and the untiring efforts of the Moghuls to establish their suzerainty in the Deccan. The author has taken great pains in collecting, and exercised much discrimination in selecting material for his plot from a hopeless medley of lengthy anecdotes supplied by historians and biographers.

The book faithfully portrays the chief characteristics of the time, namely, dynastic Wars, political unsettlement and the treachery of ministers. Dilawar Khan's intrigues, and his secret plans of murder and treachery arouse and sustain the interest of the readers. The heroine is brave but womanly; courageous, but tender; strong, but yielding; in short is life-like. The parts that describe the heroine's consent to the marriage, the incidents of Alikhan's life, his obtaining from the queen, pardon for the murder of Adil Shah are wonderfully written.

The story of Abhaskhan's rescue of Zora and his marriage supplies the romantic

element. The tragedy on which the story ends is a healthy departure from the traditional path of the Tamil story-teller.

The style is simple and elegant, and affords sufficient scope for language-lessons. To the pupils of High School forms whose chief pabulum for Tamil non-detailed study has been puranic stories and dry-as-dust books, and to the Tamil readers who are suffering from a surfeit of detective and romantic novels mostly written in imitation of second-rate English authors, the book under review will be a welcome relief.

The get-up of the book is neat, and the printing clear. It is commended to the care of the public in general and educationists in particular, as one that inspires noble feelings and kindles good thoughts.

A manual of Practical Chemistry for High Schools, by A. L. Narayana Rao, B.A., L.T., Headmaster, Board High School, Yellamanchalli. Price Rs 2-0-0.

This neat and handy volume will serve excellently as a guide for practical work to our S. S. L. C. Pupils. The book is divided into two parts, the first part giving instruction for the performance of exercises, which are so selected and graded as will enable the student to perform them independently, and the second

giving Notes which serve to collate, Summarise and extend the knowledge gained by the performance of the set of experiments. A noteworthy feature of the book is that instructions are so given that it would obviate mechanical and blind following of them by inserting questions at every step which would enable the student to think and interpret his observations.

The book is full of diagrams and one is pleased to find that these sketches are neat and carefully drawn—Line diagrams, showing clearly the parts of the apparatus as is given in

this book are often not met with in most of our science books.

The book includes a very useful appendix. One need hardly point out that a book like this, if placed in the hands of the S. S. L. C. pupils, studying optional chemistry, will relieve the teacher of the subject of a great part of trouble in attending to manipulative details and give him ample scope to follow these experiments with demonstrations, thus making the study of chemistry instructive and pleasant.

The book is approved by the Text Committee and it is hoped that the body of chemistry teachers in our schools would freely recommend it.

APPENDIX

I

Proceeding of the Director of Public Instruction, Madras.

C. No. 473 E-29, dated 16th February 1929.

It has been suggested that the insistence on some definite form of agreement between School Managements and Masters appointed by them would be of advantage not only to the masters in ensuring reasonable security of tenure of their posts, but also to the Managements in preventing teachers from leaving them during the course of a school year.

Such an agreement might deal with the following points:—

- (i) Period of Probation (ii) Scale of Pay.
- (iii) Leave (iv) Termination of service by either side.

In the case of qualified teachers appointed temporarily there might be also conditions as to.

(v) The teacher's right to vacation salary after working for a specified number of months.

(vi) His right to be put on the permanent staff after working for a complete year (or two years) except in a temporary post.

2. The Director will be glad to have the considered opinions of Officers on the subject, and on the following points in the same connection:—

(a) Should such agreement be uniform throughout the Presidency in whole or in part.

(b) Is it necessary or desirable to have any form of arbitration board? If so, what form should this take?

(c) Is any provisions necessary to prevent interference with managements as regards employment?

II

The Tanjore District Teachers' Guild.

The following Memorandum on the question of the Security of tenure of teachers was adopted at the Special Meeting of the Guild held at Kumbakonam on 16-2-1929.

The Guild requests the Government to approve of the following rules with a view to ensure the security of tenure of teachers in aided Secondary Schools and to incorporate the same as 17 (a) in Chapter III of the Madras Educational Rules (Sixth Edition) reprint.

1. Every permanent and duly qualified or certificated teacher in any aided or recognised school shall be engaged under a written agreement with the Governing body terminable on

either side with reasonable notice (one term be the Governing body and one month by the teacher being considered reasonable).

Every permanent and duly qualified teacher to whom notice of termination of services is given shall be apprised of the reasons therefor and be permitted to make a representation to the Director of Public Instruction, and the Governing body should in such a case defer final action until they have received from the Director final orders thereon.

2. No duly qualified or certificated teacher shall be kept on probation for a period exceeding 18 months, without his being confirmed in

the institution in a substantive appointment. Every one who is confirmed shall have his confirmation communicated to him by the Governing body in writing stating the post in which he is confirmed and the salary together with the scale, if any, attached to it.

3. No member of the staff shall be dismissed except for gross neglect of duty, misconduct, or moral turpitude. In all such cases of dismissal the Governing body concerned shall inform the teacher in question in writing of the charges preferred against him and submit a copy of the same together with the explanation of the person concerned and the remarks of the Governing body if any thereon within 15 days from the date of the order, to the Director of Public Instruction whose orders on the subject shall be final and binding on all concerned.

4. In all other cases of punishment, the Head-Master shall enter in the log book prescribed in R. 52 of the Madras Educational rules the orders of the Governing body. It would be permissible on the part of any aggrieved person to appeal within a reasonable time regarding such punishment, to the Director of Public Instruction who may, for sufficient reasons, require the Governing body to forward their explanation to him on the subject for his final decision.

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".....THE MADRAS SESSION BIDS
FAIR TO SURPASS THE EARLIER
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The S. I. T. U. will have the privilege of holding the next session of the Conference of the All India Federation of Teachers' Associations under its auspices in the coming December. It is a rare privilege no doubt ; but like all privileges it connotes a good deal of responsibility.

The authorities of the S. I. T. U. had full confidence when they, on its behalf extended the invitation to the Federation at its last session at Bombay, that they will have the heartiest support of the entire teaching profession in our province in making the coming Madras session, the grand success we all hope it would be.

A preliminary meeting of the committee members of the All-India Federation of Teachers' Associations (elected at Bombay), who happened to be in Madras was convened and steps are being taken to organise a powerful Reception Committee, representative of all interested in Education as a whole in our province.

Our readers will be kept informed from time to time of the progress we make in the matter of organisation and finance. All schools and colleges are now closing for the summer holidays and our work would therefore start in right earnest when the next Academic year begins. Meanwhile we request our readers to visualise the magnitude of the task we have undertaken and think about the ways and means for accomplishing it successfully.

CAMP, KODAIKANAL,
15th April 1929.

} S. K. YEGNANARAYANA AIYAR,
President, S. I. T. U.

A MUNIFICENT OFFER.

Mr. K. S. Seshagiri Aiyar, B.A., Assistant, P. S. High School, Mylapore, has very generously placed at our disposal a number of copies of the following books, their nett value amounting to nearly Rs. 800. It is his desire that he should have 50 per cent. of the proceeds from the sale of these books.

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THE South Indian Teacher

Vol. II.]

15th April, 1929

[No. 4

OUR SECONDARY EDUCATION *

BY

Mr. K. S. Appaswami Ayyar, District Educational Officer, South Arcot.

1. The need for Educational Experiments.

The need at the present moment in our field of national service is not merely for an army of conscientious routiners but for quite a number of men who possess mental boldness and initiative and will use those powers to experiment and discover. As many of our teachers as possible should have the laudable ambition of contributing, year after year improvements great and small, to the Educational system, that are based on their own experiments. There is indeed a wide field for educational experiment. We have to evolve more perfect curricula and syllabuses, to find out how to improve the organisation of school work and to discover more and more effective methods of teaching and learning.

2. Our Secondary School syllabuses—How they are prepared.

Take the case of our school syllabuses. They are all made for the class teacher by others. These others are in many cases

lacking in that direct and intimate experience that the class teacher alone can have. Their knowledge of the subject is no doubt greater and they have a certain amount of experience of class work. Based on that knowledge and that limited actual experience they frame programmes of work. Sometimes they make these programmes particularly simple in order that these may be easily workable in all the varying circumstances of the schools for which they draw them up and leave it to good schools to adopt more ambitious programmes.

3, Syllabuses are only tentative programmes to be tested and improved.

The proper way of viewing all such syllabuses is to look on them as suggestive and experimental programmes. The duty of the class teacher does not consist in merely working out these syllabuses. He must find out whether the syllabuses are adequate and suitable and what additions and modifications may be made. Syllabuses must thus be reviewed and revised from year

* A paper read at the 20th Pr. Educational Conference held at Chidambaram.

to year in the light of experience. The intelligent class teacher has no unimportant part in this work. So far as the syllabuses of the lower forms are concerned the class teacher is the last of the series of professional people dealing with them. They are (1) the person or body of persons issuing type syllabuses, (2) the Headmaster, (3) the specialist in the particular subject on the staff of the school and (4) the class teacher, respectively. But though last, the class teacher is not the least important of these professionals. It is to help in the class teacher's work that the others function and this fact should be fully realised both by him and by those others. A syllabus that is issued to the class teacher must come back from him annotated improved and amplified—a perfect round of thought and experience. But what is the actual state of things to-day? Questioning the class teacher *re*:—the syllabus, one finds that he looks upon the syllabus as something which he dare not question, something which he is not called upon to improve. He is not to find out why, his is 'to do and die.' Such an attitude is fatal to educational advance and must as early as possible give place to a more intelligent, self-reliant, and responsible attitude. The class teacher must take greater and greater share in the making of syllabuses and it must be his duty as much as anybody else's to make experiments with syllabuses.

4. Remarks on the Syllabus, in Elementary Mathematics in our Schools.

I will now offer by way of illustration criticisms on some of our current syllabuses. Take the syllabus in Mathematics in the lower Secondary Forms. We must take

into consideration three points. *First* the previous knowledge, *i.e.* the knowledge of pupils who have completed the fifth class course and seek admission into form I, (2) the time allotted for the subject of Mathematics, in the 1st three forms, (3) the knowledge that may be considered needed and suitable for pupils of the 1st three forms.

On comparing the current syllabuses for the 5th standard or class and the 1st Form we will find that there is not enough additional knowledge proposed to be given in Form I requiring five periods and six periods a week. This observation applies to courses in Forms II and III also. There is not work provided in the syllabuses of each of these forms enough for the 180 to 200 periods which this subject now gets in the course of a year. We cannot argue from the size of the text books and the number of sums given in them, that the syllabuses are adequate; for, with a thin syllabus, book-makers and class teachers solve as best as they can the problem of finding work for all the one hundred and eighty periods. Class teachers teach over and over again known principles laying the flattering unction to their Souls that they are giving a more thorough and fundamental treatment to partially understood ideas and principles or they compel pupils to do numerous—shall I say innumerable—problems of little value. It is a superstition that the greater the number of sums a pupil works the greater will be the knowledge of Mathematics that he gets and the more is the good he does to his mathematical faculties and thus problem-solving becomes an interminable process and there is an enormous waste of time. We

can avoid this waste of time by either adding more to the syllabus or by reducing the number of periods devoted to this subject to three per week. The reputation of Elementary Mathematics as an important subject has secured for it, five and even six periods a week, though it has not a wide content as taught in our schools, whereas the fate of the no less important and much wider Elementary Science, including as it does or as it should such subjects as Physics and Chemistry, Physiology and Hygiene and study of Plant Life, Animal Life, and the Minerals, Gardening and Agriculture is to have two periods a week allotted for it. I can give two reasons why more work has not been provided in Mathematics. One is that the syllabus maker is afraid that the work of the 5th class or standard may not have been properly done, that a large number of pupils without a proper grounding in the Primary department of our educational system may be seeking admission to the first form and he wishes to produce a syllabus that will be easy for all. The other reason is the standard of Elementary Mathematics for the School Final Examination is so low that there is no need for and no use in advancing to any considerable extent the pupil's Mathematical knowledge in Forms I, II, III. Between these two considerations those pupils that are fit for advanced work in Mathematics are made to mark time. To the question why the S. S. L. C. syllabus is low can be given one answer, that being a compulsory test for all pupils seeking admission to College classes it has to be as simple as possible so as not to prevent pupils good in other subjects but weak in Mathematics from pursuing College studies. Another answer is that the

standard of attainments of pupils that come from the III Form to the IV Form is low and so more than what is at present done cannot be done in Forms IV to VI. We are thus moving in a vicious circle, I do not blame anybody in particular for the existing state of things. But the vicious circle must be broken and the sooner we dare to do it the better.

5. The low standards of our Secondary Schools and the need for raising the Standard.

Without going into any further details I would place before you my view, that in a number of School subjects we must be able to do much more than what we are doing. The first three forms seem to be the most barren part of our educational course. We could easily do in these forms more in Mathematics, more in Science and more in Indian languages. Teachers of Secondary Schools are in a position to so raise the standards as to make it impossible for Elementary Schools to compete with them and need not seek the aid of educational and other authorities to help them against that competition. Let us consider the difference in facilities that exist between the fourth class of a secondary school and the 4th standard of an Elementary school, or between the Second Form of a Secondary school and the seventh standard of an Elementary school. The teachers of the Secondary school are in most cases of higher qualifications than the teachers of the corresponding standard of the Elementary School. That is difference No. 1. The Equipment available namely apparatus and appliances is fuller. The accommodation and other conditions of work are usually better. That is difference No. 2. The teachers of the Lower Forms and Classes of

a Secondary School are under the direct guidance of L. T's. That is difference No. 3. The department has invested the Secondary Schools with greater prestige. That is difference No. 4. As against these advantages there is of course the disadvantage which I do not belittle, that school-fees are higher. Have the Secondary Schools made full use of the four advantages mentioned above? I am not sure they have. The competition between the Elementary School and the Secondary School wherever it exists is due in part at least to the not high enough standards of the Secondary Schools.

There is again the widespread belief that the period of school education is unduly long considering the knowledge imparted, and could be easily shortened. This belief is acted upon when parents provide education at home and bring the children for admission straight into certain classes or forms without a corresponding number of years of school or home tuition. There is the tradition that certain subjects, *viz*, English and Mathematics are important ones and that it is enough to concentrate on them in private tuition. Our schools themselves are responsible for this tradition for we see our schools paying most attention to these subjects only. Our 13 year old and the 14 year old School Finals are not in all cases talented or precocious children, only they have received the advantage (or will you say disadvantages?) of a shortening in the school course which in itself is to be regretted but cannot be altogether a matter of regret with our present school curriculum. So far at least as the better sort of our pupils are concerned my conviction is we are not doing as much for our pupils as we might do in the time allotted for Secondary education. If you

want to bring our Secondary Education into line with that of advanced countries in the West we should not be content with our current syllabuses but should prepare and adopt better and more progressive syllabuses starting from class 4 or perhaps class 5. The problems of the dull pupil, the unfit pupil, and the unwilling pupil are with us as well as a host of other problems. But let none of these problems deter us from making bold attempts to improve the standards of our education. At conferences like this I should like to see exhibited and discussed improved syllabuses showing the distinctive achievements of the various schools in the Presidency or our local area. Let us have intelligent and well planned experiments made in schools and let me call on every one of you to do your bit of work with the aim of improving our school syllabuses.

ON METHODS OF INSTRUCTION AND ORGANISATION OF WORK.

6. The need for careful discrimination in the adoption of new methods and new modes of organisation.

Not less important than the question of syllabuses is the question of methods of instruction. We cannot import educational methods wholesale from other countries. Our educational problems are our own and different from those of other countries. It will not do to imitate or transplant. When we read the accounts of new educational methods and modes of organisation work employed in other countries, we should examine the vital principles of each new system that is promulgated and consider how these can be incorporated in our educational system.

I shall illustrate the need for analysis and discrimination by referring to certain

methods for the teaching of English adopted in our schools.

7. The Direct Method.

Take for example the direct method of teaching a foreign language re-which we have a number of books describing the practice in schools in other countries. We have to remember that the foreign language that our children are learning is not an optional foreign language, taught for just a few periods a week and with a view mainly to acquire practical command of the language. To us, English is the main subject of study in our schools, and it is not merely practical command we aim at but a mastery of literature and language. The study engages the attention of the pupils for between 8 to 10 periods a week, for 8 or 9 years in our Secondary schools. The children listen to a lot of English words spoken even outside the schools as it is the language of administration, business and even colloquial talk in some cases. Against these factors must be set the disadvantage that we are studying a foreign language that has very little in common with our own. Our advantages in the study of English are thus peculiar to ourselves and our difficulties are also our own. We should not imagine that our conditions are those of an English schoolboy learning French or German at his School. It behoves us to carefully analyse the direct method practice as we study of it in books and determine the relative importance of the adoption by us of each of the elements of that method. A fundamental part of this practice is the use of suitable text books. To some text-books that I have seen used the direct method of teaching cannot be easily applied. The teacher, obliged to use such books and without much faith in the efficacy of the

direct method, gives up the direct method altogether. In theory, the teacher and the school are following the direct method. In actual practice, they are not. The strength of the Direct Method does not really consist in the ways it has suggested for communicating, without the use of the Vernacular, the meanings of the new words or expressions. What matters is that the mental association started by any method should be further established and strengthened. As a practical rule derived from the direct method system, I would insist on one point more than on anything else that whatever be the method adopted for teaching a new word or expression in the foreign language, whether that method is the best possible or only just passable, the mental association started should be further established and strengthened by suitable exercise in expression. If we insist that some amount of correct oral composition and written composition should be associated with every lesson in English we shall have secured the direct association of idea and language. I may add that in the Lower Forms shorter exercises in written composition set more frequently, in the week, in doing which, the teacher gives the pupils just the needed help to express himself in correct language, will be of greater value than the weekly story compositions that are now usually given. The objective of the direct method, *i.e.*, the gradual mastery of the language forms will then be better secured and can be pursued with a more steadfast aim. I am herein suggesting an application of the direct method that will suit our needs and circumstances.

8. The faults of a current practice.

I will now refer to a method in vogue in many schools requiring home preparation of

pupils in English which consists in pupils referring to the dictionary and writing down the meanings of difficult words. I have seen the failure of this method. Few of the pupils who do the work of the scribe in transferring to their note-books some one of the synonyms or explanations found in the dictionary care to make it the means of interpreting to themselves the meaning of the sentence in which the word occurs. Teachers do not always question pupils to find out whether the pupils have learnt the meanings in addition to having transcribed them from the dictionary and whether they have tried to understand the passages in which the words occur. It does not appear that teachers give necessary direction to the pupils. In the lower forms you will have to tell the pupils specifically what words to look up for. Unless the teacher is prepared to do this in advance, the result will be a perfect disaster. I have not found the method working satisfactorily whether in the higher or in the lower Forms. The method may appear to you at first to be sound in theory. The faults in the theory may become known to you only when you actually test the method in practice. The method may require safeguards without which it may tend to fail. You will have to find them and provide for them. Teachers to whom the futility of the method under reference has been shown, have been unwilling to either end or mend the method. You might give it up altogether in the first three Forms, and give clear instructions for the proper use of the method in the Higher Forms. The new lesson set for preparation might be definite and short and you might on the model of the Dalton plan assignment furnish instructions for studying the new lesson. Referring to the

dictionary for certain difficult words may form part of these instructions. When you have your class the next day, you might begin with an inquiry as to the difficulties that the students felt in trying to understand the new lesson and find out how far the plan you gave them for study has been followed and the dictionary has been used intelligently. I should be glad to see the results of a carefully conducted experiment in home preparation in connection with English, whether of the strictly preparatory or of the recapitulatory and assimilating kind.

9. THE DALTON LABORATORY PLAN.

The Lessons to be derived.

1. Provisions of accommodation.

Have we any thing to learn from the Dalton plan of which there is so much talk in the Educational World to-day? The suggestion to divide the school into distinct departments each having its own head and Assistants, its own Laboratory and Work rooms, is itself a good suggestion calculated to enable teachers to easily bring into use all the facilities for teaching a subject that are available in the school. This ideal can be gradually worked up to. Managements might begin by establishing special show rooms and store and Library rooms for each subject and providing sufficient leisure for one Assistant at least in each subject to look to the orderly keeping of the contents of these rooms. A school that centralises and locks up its teaching equipment is acting like a miser. The appliances must be ever on show and easily available to the teacher and the pupil. The system of class Libraries followed in some schools is good, and secures easy availability to teacher and pupil of

the books that pupils should study. Of all subjects other than Science, Geography seems to suffer most for want of a Laboratory and special work rooms. Notwithstanding the large supply of good maps and appliances that schools now possess, I do not find that they are adequately made use of. It is a mistake to think that they should be used only in connection with Geography Text-books. Maps are themselves teaching material and pupils should be encouraged to make free observation studies of all the maps in the schools. Teachers of Geography should recognise that the sources of Geographical knowledge for the pupil should be (1) Out-door observations. (2) Map Observations and (3) Text-books and the descriptive books. Each source must furnish independently its quota of knowledge, besides being of subsidiary help to the other sources. It would be well if, in addition to the existing provision of a Laboratory for Science teaching in the High School Department, an additional Science Hall for the Lower Department and a Geography Hall for the whole School are provided. These are some suggestions for approaching the Laboratory arrangement of school accommodation.

2. Revision of Time-tables covering Home and school work and providing for ampler practical work.

The Dalton plan has sought to give a new orientation to learning. Learning is not to be by means of lessons given by the teacher. Pupils are to be directed by the teacher to study marked out portions of books and to gather and record ideas according to plan, to make observation and do practical work under the guidance of the teacher, as a means of knowing and learning for themselves. The plan is right in

emphasising individual and practical work, but is not right in relegating the not less fundamental teaching to the back-ground. One condition for introducing more practical work in schools will be to recast our present time-tables of short and quick succeeding periods. If it is worth while to send pupils to special laboratories every time there is a change of subject, we must arrange so that they may stay fairly long in those Laboratories to see, to do and to learn. It will be a problem to secure this condition with a week of five working days, each of five hours duration. I think we may take into account the hours of home work and draw a time-table which will provide a certain number of long periods and a certain number of short periods. The former will be assigned for subjects to which all the work has to be done at school while the latter will be for supplementing home-work. But here we will meet with another difficulty. What is to be done in the case of pupils who do not possess adequate facilities for quiet work at home. My solution is that common study halls should be provided and additional staff appointed for the purpose.

3. Work Cards instead of teacher's Notes of lessons.

A third point of interest to me in the Dalton plan is the substitution of assignments for lessons. This is a welcome suggestion. I must confess I do not like the name. But what is in a name? Handsome is that handsome does. Nor do I appreciate the method of assignment for the mere reason that it assigns to pupils the work to be done. My appreciation of the change consists in this, that an assignment is a work card. The work card represents the ideally perfect form of a teacher's pre-

paration for work in class. The work card will state (1) the points to be studied and issues to be cleared up, (2) the references to be looked up and studied, (3) the appliances to be used and the mode of using them, and (4) the steps of the procedure to be followed.

The work card containing these particulars must be a useful help for the conduct of a period's work whether done by the pupil entirely or by pupil and teacher together. For language study, the work card will indicate specifically what to study and how to study. It will provide suitable exercises to be worked through. In a History lesson, the work card will indicate what books to refer to, on what points information should be gathered and what exercises are to be done. The work card system has not much to give to mathematics teaching unless it be to suggest some of the applications of mathematics. The work card system of preparation for class work seems to me to be the best feature of the new plan. Please remember that I am not emphasising the freedom that the plan is supposed to give to the student, nor do I extol its opposition to regular teaching. I do not believe, that time-tables can be done away with. I do not believe in the value of pupils registering their own progress in a graph. But I strongly feel we should no longer have any 'delivery' of lessons, and preparations of notes by teachers with a view to helping in that delivery.

1. Preparations by teachers of work cards in the execution of which teacher and pupil will co-operate,
2. Introduction of more practical work and fuller use of appliances,

3. and a re-allotment of the time of work covering also the time to be spent by the pupils at home making due provision for teaching, study and practical work,

are what I wish to see introduced in our Educational system. Please remember that my ambition is to hear at future conferences not a Dalton plan discussed but a Chidambaram plan described. I would ask you to adopt from every method or Educational organisation that you see or hear described just those elements that appear to you useful for incorporation in your own Educational system. It is by discrimination and by assimilation and not by attempts at imitation that you can build up a sound Indian Pedagogy.

10. Intelligence tests : Studying the pupil.

What are the intelligent tests that are widely employed in Western countries and have been also introduced here and there in ours? They are all designed for probing the intelligence; You would take the depth of the mind so to say, at different points. To the teacher if he is observing the responses of the pupils, there should be no need of aid from these tests, in order to know the pupil's intelligence or capacity. It is because the teacher fails to study the individual pupil that he finds it difficult to adopt appropriate methods in teaching. Teachers are usually more intent on shaping the pupils' minds in the manner they require than on studying that mind, its qualities and its defects as well as its difficulties and the causes of its failure to achieve what is required. To the class teacher the exercise of the pupil is something that is created to be cor-

rected. To me it has been more a revealer of the workings of the pupil's mind. If you study the pupil's errors, you would be able to help him out of them quickly. I hope intelligence tests will soon be prepared and employed largely in this country. But before that time I would ask some of you to collect data on the subject so as to be able to furnish your quota of suggestions for making up the testing materials suitable for this country.

11. Teachers' Notes.

Before finishing this address, I should like to say a few words on Teachers' Records. If a teacher should do his work well and should improve it from year to year, discovering new ideas, methods and plans, nothing could be of greater importance to himself and to his fellow-workers and advisers than his notes. It is unfortunate that a formal and often valueless system of maintaining notes of lessons has come into vogue. It has been rather difficult for me to find out whom these notes help. They cannot help the teacher as they record simply what is at the tip of the teacher's fingers at the time of writing, and must naturally come to the tip of his tongue at the time of teaching. They are not notes of any new studies by the teacher nor do they record any new plans or illustrations or statements of thought arrived at as the result of the teacher's thinking on the subject or the lesson. They are not razors of the cutting variety but are razors to sell. It seems to me that notes of lessons as written now may well be given up, except in the case of young apprentice teachers. I am not however proposing that the teacher need not write notes at all. They need not be all

notes of particular lessons and need not be written absolutely from day to day. They might be brief weekly plans for his guidance or topical notes having no special reference to a particular lesson. I would give the teacher ample freedom in this matter but would demand a true and proper account. It has to be noted that preparation for work may be of various kinds. It may be preparation of appliances to be used in teaching. In assessing the teacher's preparation for his work, I would not ask for pages of writing in a stout note-book much of which is valueless. Has the teacher thought out the appliances to be used or the appliances to be made and in the latter case, has he made them? If he has, I shall approve of his preparation. How far teachers have done this very important part of their work may be judged from the exhibits of teaching appliances at this Conference. I take it that one of the important aims of this Exhibition is to emphasise the importance of preparing adequate teaching appliances. Again a teacher who has tried to add to his knowledge of his subject by studying and taking notes from good books is fitting himself for his work. I wish to talk of teacher's notes without a qualifying phrase and do not like to talk of notes of lessons, as this expression over-emphasises the unit called lesson, which is a time unit and not always a teaching unit. I have had often to ask myself whether the attempted use of the formal steps of Herbart has done more good or harm to the teaching. The mind does not always require to be specially prepared for receiving an idea. It may be already alert and on the look-out. It is a good feat in the Examination Hall for a candidate for a

teaching degree to prepare a lesson on the Herbartian plan. He has to show the nimbleness and capacity of his mind and his skill in the art of weaving a lesson. So may an Examiner require a candidate to produce a scheme of work based entirely on the project method. These capacities should be employed in actual teaching work, when and where needed, and to the extent needed, not necessarily forced into every bit that the teacher is doing. I want the current type of notes of lessons to be given up except where we find them to be really useful and needed. If you are all going to prepare a series of sound workcards in each subject, mind you, sound workcards, you are certainly welcome to do it. But they are not so easily prepared. Meanwhile, let us permit teachers to labour as free-workers and to maintain their teaching notes in any form that appears useful to them.

12. Progress Records.

While condemning the current notes of lessons, I would insist on the maintenance by every teacher of a daily progress record

describing the work done in each subject. The entries in these records though brief should be a description of the quantity and the kind of work done, the methods, appliances and exercises. The teacher will know—no doubt others also will—what lessons of his have been wasted or proved ineffective and what lessons have been good and useful. He will know at the end of the year how many lessons each topic took up. The record will be a basis for planning a new syllabus for a subsequent year. In the case of a teacher of some experience, I would let him get into the class without my special examination of his plan of work but I would take hold of him the moment he steps out of the class and find out what he has done. There is no doubt that one who is required to give such an account will take steps to adequately prepare beforehand his work. I would thus make our teachers a free and responsible body of workers who would keep a systematic record of their experiences and make each year's work an improvement on the previous year's.

NOTES ON INDIAN HISTORICAL RESEARCH.

By Prof. V. Rangacharya, M.A.

Historical Manuscripts in Britain.

In the January number I referred in detail to the necessity of conserving the historical manuscripts in India. A glaring contrast between Indian indifference and British earnestness in this respect is afforded by the endeavours made in Britain to safeguard and acquire historical records, though the efforts made in the past in the latter country are phenomenal when compared with the efforts made in the former. The British Institute of Historical Research appointed in 1927 a committee to inquire into the best methods of registering the sale, and tracing the migrations, of important printed books or manuscripts of an early date. The Committee recommended the establishment of a fund, just like that of "the National Arts Collections", for acquiring important manuscripts for the nation. Many private people who own historical manuscripts are at times compelled by circumstances to sell them, and a national fund of the type would enable the sellers to part with them without loss to the nation. It is proposed to form the fund out of annual subscriptions of, say, a guinea, very costly documents being purchased by special funds raised *ad hoc*. The Committee controlling the fund is to be in touch with the local, historical and similar societies, so that it can obtain information about the movement of documentary material, and also to induce the book-sellers, who happen to dispose of any manuscripts, volume or collection of papers or even single documents of value, to com-

municate a circular to the purchasers requesting the latter, for the sake of information, to communicate to the Institute of Historical Research, the fact of their possession of the document or documents in question. A similar organization is absolutely needed in India; but before the organization on such lines, a stringent legislation against the exportation of historical documents to foreign purchasers shall be passed.

The Third Afghan War.

The civil war that is now going on in Afghanistan has given opportunity for the publication of interesting details about the third Afghan war between the ex-king Aminullah and the British Indian Government in 1919. Sir Michael O'dwyer condemned the treaty of 1919, concluded by the diplomatic efforts of Sir A. H. Grant, then Foreign Secretary to the Government of India, as an ignoble betrayal of British interests and an unnecessary sacrifice of the control over the foreign relations of Afghanistan. In the *Sunday Despatch* of the 27th January (reproduced in the *Hindu* of 20th February), Sir A. H. Grant makes a convincing reply to this charge and points out how, under the then circumstances, any other type of peace would have meant immediate disaster and future trouble. We understand from this statement that, immediately after the entry of Turkey into the Great War, efforts were made by the war party, the Mullahs and the Turko-German mission at Kabul, to make Afghanistan throw in her lot with the Central Powers and join in the armagaddon

Amir Habibullah who did not desire to give up his traditional friendship with the British summoned one night the British Agent at Kabul and assured him that, so long as the British Government respected his independence, he would maintain his neutrality, but that, owing to the difficult position in which he was then situated, he might do or say publicly things which might not exactly reflect that feeling and that no importance should be attached to such public professions or acts. A less intelligent and tactless viceroy would have been suspicious; but Lord Hardinge believed the Amir and, by the exercise of confidence, patience and tact, enabled him to fulfil his word. Sir A. H. Grant regards this as a great diplomatic feat. "For, had Afghanistan gone over to the enemy, there would have been widespread war over the whole North-west frontier, coupled with a ferment of internal disorder; and India, instead of being an asset to the Empire, providing hundreds of thousands of troops and vast supplies for Mesopotamia, Egypt, Palestine, Salonica and the western front, would have become a grave liability, calling for assistance from over seas, if we were not to abandon her altogether." The Amir paid the penalty of his constancy to the British by being murdered; and when in 1919 the new Amir Aminullah found himself in power, he also found himself at the head of a country which, unlike every other country affected by the War, was "suffering from the hysteria of inhibition, not of exhaustion." It was at this time, continues Sir A. Grant, that Indian agitators* came over to Kabul and represented to the Amir that the British govern-

ment was tottering and that he should take advantage of the opportunity. The Amir believed in the principle that where there was carrion there the vultures were naturally bound to gather; and therefore decided that, if the British Raj was falling, he ought not to be behind others in seizing the opportunity. He therefore declared war. "As it was, the Afghan General of the Eastern command acted prematurely and exceeded his orders. He made a demonstration towards the Khyber. Troops were at once sent up to counter him and a vast army was mobilised. A peremptory message to the Amir might still have obviated further trouble; but that was not the temper of the time. Unfortunately, there were transport difficulties which prevented our immediate advance to Jalalabad, which would have finished the business straight away. And so the vast army lay more or less inactive. But the Amir realised his error, and after his troops had been driven back from Dakka and an aeroplane had visited Kabul, he sued for an armistice, and peace negotiations began. Such was the psychological and political position. We were engaged in a crazy war from which we had nothing to gain, against an enemy carried away by a combination of unusual influences. Our disgruntled army was lying in the field exposed to heat, cholera and the diseases of a frontier hot weather." Sir H. Grant goes on to point that such an occasion hardly called for a policy of vengeance, which would be 'more hurting than hurtful'. The British government wanted only peace and good neighbourliness, nothing more. That was why Sir A. H. Grant, who was at

the head of the British Peace Delegation, concluded a treaty in what he regards as a record time in oriental diplomacy. The Treaty, levied three penalties on the Afghan Government, namely, the withdrawal of the privilege of importing arms and munitions through British territory, the confiscation of the arrears of the subsidy besides the cancellation of future subsidy, and the insistence on the exparte demarcation of the disputed boundary in the vicinity of the Khyber. There was, it is true, a sacrifice of the control over the foreign relations of Afghanistan; but as Lord Curzon explained in the House of Lords, the British had previously controlled the foreign relations of Afghanistan in return for a guarantee of military assistance against Russia; and, as with the fall of the Czar, there was no danger from that side, the old arrangement was unnecessary. Further, it was not wise to make the British "the go-between between Afghanistan and Soviet Russia." It was wiser to leave the Amir to "stew in his own diplomatic juice." The British insistence on the old control moreover would have precipitated intrigue with the Bolsheviks, confronting the British with "the alternative of sending an army into a barren welter of mountains or looking silly." And after-events, claims Sir A. H. Grant, have proved the wisdom of his policy. British prestige has always stood high ever since at Kabul. The Treaty of 1919 thus saved the country from a meaningless war, besides saving, "lives and millions of money". Sir A. H. Grant concludes his spirited reply with the statement that Sir Michael O'dwyer "knows very little of Afghanistan. He never served there and never had anything to do with our Afghan relations. He is one of the great army of

blood-and-iron, damn-your-skin diplomatists who, happily for the empire, have had their international energies confined to article-writing." Sir. A. H. Grant attributes the fall of Aminullah to the European visit which unfortunately made him too reforming and progressive.

A historic festival.

The third week of February witnessed a remarkable festival of the Jains in the province of Kathiawar. A great Jaina Sanga consisting of about 1,800 pilgrims, led by 125 monks, proceeded from Radhapur in North-west Gujarat to the great Jaina centre Palitana, 250 miles off, on foot. The Sangha was headed by two rich bankers of Bombay, who spent nearly a lakh of Rupees in feeding and providing for the gigantic camp. A clue to the nature of the organization is given by the fact that there was a caravan of 200 carts for carrying the necessary vessels and things, a large number of buses for the travellers and baggage, a travelling dispensary, and a moving temple where the pilgrims could daily worship in their daily journey of ten miles. The significance of the pilgrimage lies in the fact that it was in such methods that the early expansion of Jainism and Buddhism was fostered in Hindu India. We can almost imagine the great immigration of the 12,000 monks and laymen who accompanied the great Sruta-Kevali Bhadrabahu on his southern trip in the reign of Chandragupta Maurya, a trip which had the momentous effect of introducing the cult of the Tirthankaras into the Dakkan and South India and which indirectly led to lasting literary and cultural developments. The significance of the movement lies in another line too, namely, the profound impression it has the

* Indian politicians however have always disputed this,

tendency to make even upon kings and peoples belonging to entirely different and even antagonistic cults. We are told, for instance, that during the progress of the Palitana pilgrims, they happened to go through the Mahomedan State of Bajana; and the ruler of that State did not only give a hearty reception to the Sangha, but issued, in honour of its visit, an edict prohibiting slaughter of animals and birds during the nine different Jaina holidays. The incident reminds one of the great edicts of toleration and ahimsa issued by different Mahomedan sovereigns in connection with the monkeys and other animals of holy Brindavan in Mughal times.

The Satrunjaya hills or the Siddhachalas at Palitana are, it may be added, a magnificent forest of temples. As J. Burgess observes: "It is a truly wonderful, a unique place, a city of temples; for, except a few tanks, there is nothing else within the gates. Through court beyond court, the visitor proceeds over smooth pavements of grey *chunam*, visiting temple after temple, most of these built of stone quarried near Gopinath, but a few marble,—all elaborately sculptured, and some of striking proportions; and as he passes along, the glassy-eyed images of pure white marble seem to peer out at him from hundreds of cloister cells; such a place is surely without a match in the world; and there is a cleanliness within, about every square and passage, porch and hall, that is itself no mean source of pleasure." The different peaks of the hills are covered by temples dedicated to Tirthankaras. The most important of these is the temple of Adisvara Bhagavan or Rishabhadeva, the first of the Tirthankaras, believed by the faithful to have been consecrated by his son

Bahubala himself. The other Tonks or hills are consecrated to saints who obtained the Kevala-gnana in this holy region. The second volume of the *Epigraphia India* (pp. 34-86), published in 1894, gives from the pen of that eminent savant Dr. Burges, a fine edition and translation of the inscriptions found in the place. These inscriptions are of value in giving details of the West Indian princes who supported the creed, of the various schools of Jaina monks, of the sub-divisions of the Jaina laymen, and similar facts of historical interest. One striking feature is the mention of many Mahomedan chiefs with completely Sanskritised names. I give a list of the Mahomedan names and titles with their Sanskrit equivalents:—

Mahomedan	Sanskrit.
Mahmud	Mahimuda.
Muzaffar	Madaphra.
Bahadur	Bahadura.
Khan	Shana.
Firman	Sphuranmana.
Nuraddin	Nuradina.
Sultan	Suratana.
Khurram (Shah Jihan)	Khurme.
Shah Jihan	Sahajyaham.

The equivalent of *Jam* is given as *Yama*. The Portuguese Viceroy is referred to as *Phirangipati Puratakala Patasahi*. The very expressions reflect the extremely favourable impression which the Jaina cult made on the rulers of the land, even when they did not belong to it.

Archæological research in Java in 1927.

From the short report given by Mr. W. F. Stutterheim in the *Indian Art and Letters* (second issue for 1928), we find that the most important discovery in the island in 1927 was a statuette of Manjusri in solid

silver. The two illustrations (Plates I and II) indicate a highly skilful workmanship. The god is in the Sukhasana posture. He is adorned with a robe, the fringes of which are conspicuous just above the ankle of either feet. The right foot which hangs down is supported by a conventional petal. The feet and arms have anklets and bangles. The upper arm is adorned by a jewel which resembles the *vangi* or *naga-bandha* of South Indian ladies. The neck is decorated with a necklace in the centre of which are two tigers' claws bound together; and going from the left shoulder to the right waist is a conspicuous *yagno pavitra*. The head is given a dress in Javanese fashion. The ears are elongated and burdened with heavy roll-ornaments. The face bears a benign but contemplative air. The right hand which rests on the right thigh is in the *varada-mudra* while the left and upraised arm holds the lotus with a long stalk. There is attached to the statue a silver plate which contained this inscription in 'pre-nagari' script:

ये धर्म्मा हेतुप्रभवो हेतुं तेषान्तर्यामिणो ह्यवदत् तेषां च
यो निरोध एवमिदं महाभ्रमणः ।

Dr. Stutterheim surmises that the statue might have been brought from Nalanda to the island by pilgrims; though the head-dress seems to indicate Javanese workmanship,—or rather the Javanese type of that 'international workmanship which was the chief feature of Buddhist history in the East in this period, Dr. Stutterheim suggests that what the Hellenistic civilization did in earlier centuries in Southern Asia, Mahayana Buddhism did in later centuries in further India and Indonesia, namely, to create a 'world civilization.' The Mahayanist

endeavour to unify India and all further East was, in fact, he opines, only an extension of the Hellenistic culture, but considerably transformed by the Asiatic elements of culture. Everywhere internationalism was not quite successful in eradicating national characteristics; and there were, in spite of a common Buddhist background, distinct national types in Java, Bali, Siam, etc. The head-ornament of Manjusri, an adaptation of the heavenly parijata tree, was a very common decorative design found elsewhere too,—for instance in the garland cut round a bell in bronze discovered during the year in the same island.

This bell which is very massive and colossal, is just like a stupa placed on a lotus base. It has got a garland of parrots in flight and is surmounted at the top by a lion on a lotus base. The bell, which is now in the Batavia museum, was evidently the gift of some prince or rich man to Tjandi Kalasan, one of the oldest Buddhist temples in the island, dedicated to Tara. Amongst other finds in the island may be noted the figures of Rishis, Garuda, nagas, cows, tridents, thunderbolts, shells, etc., in gold leaf, indicating the naturalisation of Indian culture in the island. Hindu musical instruments were in use. It may be added here that the antiquarian finds in the island of Bali, most of which belong to the period ranging from the eighth century when the Sailendra line of kings ruled over a part of the island, to the middle of the 14th century when the Javanese king of Majapahit overthrew it, indicate the way in which Indonesian modifications of Indian cultural elements took place.

The relation between Sumatra and Java
It has been generally held that Java was conquered by the Sailendra kings of

Vijaya (Palembang) in Sumatra and that Java was, politically, inferior to Sumatra. But Dr. Stutterheim contends, on the basis of his own inscriptional finds, that it was the other way about; that the Sailendras were a Javanese dynasty and not Sumatran; that instead of a Sumatran overlordship over Java there was a Javanese overlordship over Sumatra; and that this is proved by the fact that the most beautiful and numerous of the Indo-Buddhist monuments are found in Java and not Sumatra. And how did the Javanese Buddhism originate? Dr. Stutterheim attributes it to the influence of Nalanda. He points out that there was apparently a marriage alliance between king Dharmapala of Bengal (circa 800 A.D.) and the second king of the Sailendra dynasty in Java. The latter married the daughter of the former and it was probable that this led to the introduction of the Mahayanism (with its close alliance with Tantricism) from Nalanda into the island.

S. I. T. U. Protection Fund.

The Salem District Teachers' Guild has sanctioned a sum of Rupees Twenty-five only (Rs. 25-0-0) towards the travelling expenses of its energetic Secretary, Mr. K. S. Chengalvaroya Aiyar, to carry on propaganda on behalf of the Protection Fund in the Salem District.

Will other District Guilds follow the lead?

S. M. Rao Esq.,
Secy., S. I. T. U. Protection Fund.

VERNACULARISATION IN PRACTICE.

By

Mr. K. S. Subramanya Iyer, Teachers' College, Saidapet.

I am given to understand by some of the science teachers who come up to the Teachers' College for training that, one of the reasons for their not having started vernacularisation in their subject, is that they feel a certain amount of diffidence to handle it in the vernacular. Having studied it in English for several years, all through their school and college course, they feel less confident to do full justice to their pupils. With a view, therefore, to create sufficient confidence in them and that, more specially at a time when there are few or no books to guide them, I propose to place in this article the scheme of work and the vernacular equivalents in chemistry used for the IV Form of the model school, where it had been at work for over four years. No amount of preaching on its advantages to the pupil and to the country at large, would, I think, help the cause of vernacularisation to any extent. The science teachers of the presidency should apply themselves earnestly to the task in a practical manner. Then within a year, the want of confidence which many feel would soon disappear, and they would even be bold enough to champion its cause against those who still speak of the impossibility and impracticability of teaching western science in the Indian vernaculars. The writer of this article makes no pretensions as to the perfectness or otherwise of his scheme or the equivalents that he suggests. They simply serve as a starting point for amateurs in the field. Common names as opposed to technical or chemical names are mostly employed to start with wherever possible for the names of chemicals.

பாடம்—1.

சில சாதாரண உபகரணங்கள்

(Some common appliances.)

(i) புன்சன் அடுப்பு (அல்லது சாராய விளக்கு) அதன் பாகங்களும் உபயோகிக்கும் முறையும்.

(ii) கை கொரடும், உலோகக்கம்பிகளை காய்ச்சுதல்.

(iii) பரீட்சைக்குழாய் கந்தகத்தை குடேற்றுவதல்.

Bunsen burner - புன்சன் அடுப்பு.

Base - பாதம். Nipple - காம்பு.

Vertical tube - நேர்க்குழாய்.

Side tube - பக்கக்குழாய்.

Air regulator - காற்றுப்போக்கி.

Spirit lamp - சாராயவிளக்கு.

Oil can - எண்ணெய்ப்பாத்திரம்.

Burner - காய். Wick = நாடை.

Cap - அணைப்பான்.

Tongs - கைக்கொரடு.

Platinum wire - பிளாட்டினம் கம்பி.

Copper oxide - தாமிரதூறு.

Test-tube - பரீட்சைக்குழாய், சோதனைக்குழாய்.

Mobile - அசைகிற.

Viscous - பாகுபோன்ற.

பாடம்—(2)

பௌதிக, ரசாயன விகாரங்கள்

(Physical and chemical changes.)

(i) கந்தகம் எரிதல்.

(ii) மாக்னீசம் (magnesium) எரிதல்.

(iii) உஷ்ணத்தால் வாஸ்துளுக்கு (Saw dust)

உண்டாகும் விகாரங்கள்.

(iv) நவச்சாரத்தை (Sal ammoniac) குடேற்றுவதல்.

(V) பௌதிக, ரசாயன விகாரங்களின் விளக்கம்.

Sulphurous air - கந்தகவாயு.
Dazzling - கண் கூசும்படியான.
Magnesia - மாக்னிசத்துரு.
Inflammable gas - தீப்பற்றும்வாயு.
Wood tar - மரத்தைலம்.
Sublimation - உத்பதனம், மேல்போகுதல், ஸ்புடம்வைத்தல்,
Sublimes - உத்பதிக்குகிறது, மேல்போகிறது
Sublimate - உத்பாதி, உத்பதிகம், மேல்போன வஸ்து.

பாடம்—3.

நீரில் கரைக்கும் தன்மை.

(Water as a solvent.)

(i) உப்பை தண்ணீரில் போட்டால் என்ன வரும்? விலயனம் (Solution), கரைப்பன (Solvents), கரைவன (Solutes) — இவைகளின் விளக்கம்.

(ii) உப்புசேக்கிரம் கரைவதற்கு உபாயங்கள்.

(iii) ஒரு பொருள் யாதேனும் திரவத்தில் கரைபுர என்று அறிதல்.

(iv) வேளும் கரைப்பன.

Solution (process) - லக்ஷம், கரைதல்.

Solution (product) - விலயனம்.

Glass beaker - கண்ணாடி லோட்டா (போகிணி).

Glass rod - கண்ணாடிக்கோல் (தண்டு).

Clock glass - கடிகாரக்கண்ணாடி.

Watch glass கைகடியார்க்கண்ணாடி.

Alcohol - சாராயம்.

Turpentine - கர்ப்பூரத்தைலம்.

Carbon-di-sulphide - கரிகந்தகத்திராவகம்.

Paraffin wax - வெண்மெழுது.

Bees wax - தேன்மெழுது.

Resin - குங்கிலியம்.

பாடம்—4.

தெளியவைத்தல், வடிக்கட்டுதல்

(Decantation, Filtration.)

(i) கலங்கின நீரிலிருந்து தெளிவான நீர் கிடைப்பது எப்படி? முறை (a) தெளியவைத்தல் (b) வடிக்கட்டுதல்.

(ii) முச்சட்டி மணல் அரிப்பு

(iii) உப்பும் மணலும் கலந்த கலப்புப்பொருள் லிருந்து அவைகளை வேருக எடுத்தல்.

Decant - இறு, தெளியவை.

Filter (verb) - வடிக்கட்டு, Filter stand - வடிகால் (தாங்கி),

Filter (noun) - வடிதாள். Tripod - முக்காலி.

Clear water - தெளிவுநீர், Sand filter - மணல் அரிப்பு.

Pure - water - சுத்தநீர்.

Funnel - புனல், பெய்க்குழல், புஷ்பக்குழல்,

Conical - குவியலாக.

பாடம்—5.

பூரிதவிலயனம்.

(Saturated Solution.)

(i) பதார்த்தங்கள் திரவங்களில் கரைவதற்கு ஏதேனும் எவ்வை உண்டா? பூரிதவிலயனம், கரைமானம் (solubility) இவைகளின் விளக்கம்

(ii) கரைமானமும், உஷ்ணமும்,

(iii) காற்றும் தண்ணீரில் கரையும்

Saturate - பூர்த்தி பண்ணு,

Saturation - பூரித்தல்,

Super-saturation - ஸம்பூரித்தல்,

Glass-flask - கண்ணாடிக்கூஜா,

Delivery tube - விடுதலக்குழாய், விடுகுழாய்,

Trough - தொட்டி,

பாடம்—6.

ரசாயன விலயனம்.

(Chemical solution.)

(i) துத்தனாகம் (zinc) கந்தகத்திராவகத்தில் (sulphuric acid) கரைவது.

(ii) சலவைக்கல் (marble) உப்புத்திராவகத்தில் (hydrochloric acid) கரைவது.

(iii) தாமிரம் (copper) வெடியுப்புத் திராவகத்தில் (nitric acid) கரைவது.

இவைகள் கரைத்தபிறகுண்டாகும் பொருள் களுக்கும், முன் எடுத்த பொருள்களுக்குமுள்ள வேற்றுமைகள். ரசாயன விலயன விளக்கம்.

Porcelain dish - பீங்கான் கிண்ணம்.

Evaporating dish - வற்றுக்கிண்ணம்.

Effervescence - தூறுரைப்பு,

Hydrogen - ஐவலாயு,

Carbonic acid gas - கரியமிலவாயு,

Nitrous air - வெடியுப்புத்திராவக வாயு,

Zinc sulphate : நாக கந்தகாமிலஜம்,

Calcium chloride - கால்சு ஹரிதகை,

Copper nitrate - தாம்பிரபாக்யா மிலஜம்.

Nitre (salt petre) - பாக்யம்,

Nitric acid - பாக்யாமிலம்;

பாடம்—7.

வடித்தல்

(Distillation.)

(i) வேண்டிய உபகரணங்களும், வடிக்கும்முறையும்.

(ii) இம்முறையின் உபயோகங்கள்,

Distil - வடித்தெடு,

Distilled water - வடிநீர்,

Distillate - வடித்திரவம்,

Retort - வாலை, Receiver, - (திரவ) வாங்கி,

Iron stand - இரும்புக்கால்.

Clamp - பிடிப்பு,

Condenser - ஆவிசாதனி, தணிக்கும் கருவி,

பாடம்—8.

ஸ்படிகாकरणம், ஸ்படிகப்பிறப்பு.

(Crystallisation.)

(i) இம்முறை,

(ii) சில ஸ்படிகங்களை உற்றுப்பார்த்து ஸ்படிகங்களின் அமைப்பை அறிய,

(iii) ஒரு பெரிய படிகார ஸ்படிகம் (Alum crystal) பண்ணு.

(iv) கந்தகத்தை உருக்கி ஸ்படிகம் தயார்செய்ய.

Crystal angle - ஸ்படிக கோணம்.

„ face - „ முகம்.

„ form - „ வடிவம் (ஆகாரம்).

Corresponding angles - பொருந்தும் கோணங்கள்.

Water of crystallization - ஸ்படிக நீர்.

Cleavage lines - வெடிப்புக் கோடுகள்,

Hardness - கடினம். Crucible - மூசை.

Isometric system - சம-நேர்மையவகுப்பு.

Axis - மையம்.

Ortho-rhombic system - சாய்ந்த சதுர வகுப்பு.

Monoclinic - ஏக-கோணமையவகுப்பு.

Tri-clinic - முக்-கோணமைய வகுப்பு.

Copper sulphate crystal - துத்த ஸ்படிகம்.

Calcite crystal - கால்சைட் ஸ்படிகம்.

பாடம்—9.

தனி, சேர்க்கைப் பொருட்கள்

(Elements and compounds.)

(i) பாதரசத்துருவைக் (Calx of mercury) காய்ச்சுதல்.

(ii) பொட்டாஸ் ஹரிதகாமிலஜத்தை (Potassium Chlorate) உஷ்ணப் படுத்துதல்.

(iii) சுய பாக்யாமிலஜத்தை (lead nitrate) சுடேற்றுதல் தனிப்பொருள், சேர்க்கைப் பொருள். இவைகளின் விளக்கம்.

Red hot splinter - கொள்ளிக்குச்சி.

Chlorine - ஹரிதகம்.

Chloric acid - ஹரிதகாமிலம்.

Chlorate - ஹரிதகாமிலஜம்.

Chloride - ஹரிதகை.

Nitrate - பாக்யாமிலஜம்.

Litharge - மஞ்சீயம்.

பாடம்—10.

கலப்புப் பொருள்கள் (Mixtures)

இவைகளுக்கும், சேர்க்கைப் பொருட்களுக்கு முள்ள வேற்றுமைகள்.

பாடம்—11.

பதார்த்தங்களின் குணங்கள்

(Properties of bodies.)

(i) பெளதிரகுணங்கள் (physical properties).

(ii) ரசாயனகுணங்கள் (chemical properties).

(iii) ஏதாவது இரண்டு திடப்பொருள்களுடைய குண விவரணம்.

State - ஸ்திதி (திட, திரவ, வாயுவா என்று கூறுவது.)

Form - உருவம், வடிவம் (ஸ்பதிகமா, அஸ்பதிகமா என்று)

Colour - நிறம். Smell - வாசனை. Taste - சுவை.

Density - திண்மை,

Relative density - திண்மானம்.

Transparency - ஒளிவெட்டுவதன்மை,

Opacity - ஒளிவெட்டுவா வசுமை,

Ductility - வசுமை.

Malleability - பாக்கும் தன்மை,

Brittleness - உடையும் தன்மை,

Compressibility - இறுக்கு விசை,

Heat conductivity : உஷ்ண வியாபகம்,

Electric ,, - மின்தாது.

பாடம்—12.

சாதாரண அமிலங்கள்.

(Common acids.)

(i) கந்தகாமிலம் (sulphuric acid) கந்தகத்திராவகம்,

(ii) உப்புத்திராவகம் Hydrochloric acid or spirit of salt)

(iii) வெடியுப்புத்திராவகம் (Nitric acid or spirit of nitre)

iv சாராய அமிலம் (Acetic acid)

v மேல்விவரித்த அமிலங்களின் வேற்றுமைகளும், ஏற்றுமைகளும். அமிலங்களின் பொது குணங்கள்.

Litmus paper - லிட்மஸ்தாள்.

Blue litmus - நீல லிட்மஸ்,

பாடம்—14.

(Common alkalies.)

சாதாரண காரங்கள்

(i) சுண்ணாம்பு (lime)

(ii) சோடா உப்பு (Common soda)

(iii) கார சோடா (Caustic Soda)

(iv) காரங்களின் பொது குணங்கள்—மிதகாரங்கள் (mild alkalies), கடும காரங்கள் (Caustic alkalies)

Quick lime - சுட்ட சுண்ணாம்பு.

Slaked lime - நீர் சுண்ணாம்பு.

Lime stone - சுக்கான்கல்.

Lime water - சுண்ணாம்பு நீர்.

Chalk - சீமைச் சுண்ணாம்பு.

Soapy - வழுவழப்பாக.

Precipitation - அவபாதனம், கீழ்விழுதல்.

Preceipitate (verb) - அவபாதி, கீழ்விழுத்து.

„ (noun) - அவபதிதம், கீழ்விழும் பொருள்.

பாடம்—(15)

துருப்பிடித்தல், புகைதல்.

(Rusting and Smouldering.)

(i) இரும்பு துருப்பிடித்தல்.

(ii) பாஸ்வரம் புகைதல்.

Iron filings - இரும்புத் தூள்.

Phosphorus - பாஸ்வரம்..

Desiccator - ஈரம் வாங்கி.

பாடம்—16.

எரிதல் (burning)

(i) மெழுகு வர்த்தி எரிதல்.

(ii) கட்டை எரிதல்.

(iii) நம் சுவாசித்தலும் ஒரு விதம் எரிதல் தான்.

(iv) துருப்பிடித்தல், எரிதல் வேற்றுமை.

Dellagrating spoon - எரிதுடம்.

Gas jar - வாயுதாடி.

பாடம்—17.

(Composition of air.)

காற்றின் அமைப்பு

(i) மணி ஜாடிப் (bell-Jar) பரீட்சை.

(ii) ஜாடிக்குள் மிச்சமிருக்கும் வாயுவின் (Nitrogen) குணங்கள்.

(iii) காற்றிலடங்கியிருக்கும் வேறு பொருள்கள்—கரியமிலவாயு, நீராவி, தூசி, (dust).

Phosphorus stand - பாஸ்வரபீடம்.

„ oxide - பாஸ்வரத்துரு,

Nitrogen - வெடியுப்புவாயு.

Oxygen - பிராணவாயு.

பாடம்—18.

பிராண வாயு (Oxygen)

(i) தயார்செய்யும் முறை.

(ii) அதன் குணங்கள்.

Manganese-di-oxide - மாங்கனத்தூரு, மாங்கன-துவி-பிராணை.

Sulphur-di-oxide - கந்தக-துவி-பிராணை.

Sulphurous acid - கந்தகாமிலகம்.

Phosphoric acid - பாஸ்வராமிலம்.

பாடம்—19.

ஜலமும், ஜலவாயுவும்

(Water and Hydrogen.)

(i) ஸோடாவும் (sodium) ஜலமும்.

(ii) பொட்டாஸமும் (potassium) ஜலமும்,

(iii) ஜலவாயு தயார் செய்யும் முறை

(iv) அதன் குணங்கள்.

பாடம்—20.

கரியமிலவாயு (carbonic acid gas)

(i) தயார் செய்யும் முறை

(ii) குணங்கள்.

(The Editor, will be glad to receive and publish Telugu equivalents to the technical terms, given above.)

Contributions received towards the XX Madras Provincial Educational Conference and Exhibition from 22-12-1928 as on 7th March 1929.

	Amount already acknowledged	Rs.	A.
	...	1,801	8
		Rs.	A.
1. Mr. Srinivasa Mudaliar, Maligai, Panruti	...	15	0
2. „ Ramalinga Chettiar	...	5	0
3. „ Thangavelu Pillai	...	5	0
4. „ Velayudam Chettiar	...	5	0
5. „ Chakapani Chettiar	...	2	0
6. Rev. G. Daniel, Hony. Magistrate, Chidambaram	...	3	0
7. Mr. S. M. Radhakrishna Ayyar, Chidambaram	...	5	0
8. „ T. B. Krishnaswami Ayyar, Tiruvannainallur	...	5	0
9. „ B. Dalabdar Maricair, Porto Novo	...	10	0
10. „ B. Abbas Maricair,	...	10	0
11. „ B. Kadir Ali Maricair,	...	5	0
12. „ K. Thangaswami Pillai, Pudukottai	...	5	0
13. „ T. Srinivasachari	...	5	0
14. „ T. Durai	...	5	0
15. „ K. S. Appaswami Ayyar, Dt. Edl. Officer, Cuddalore	...	10	0
16. „ K. C. Viraraghava Ayyar, Govt. College, Kumbakonam	...	5	0
17. „ G. R. Subbaroya Ayyar, Retd. Sub-Judge, Chidambaram	...	10	0
18. „ S. R. Ranganadhan, University Librarian, Madras	...	5	0
19. „ M. V. Narayanaswami Ayyar, B.A., B.L., Madura	...	5	0
20. „ K. S. U. Nair, Sri Minakshi College, Chidambaram	...	5	0
21. „ V. G. Ramakrishna Ayyar	...	5	0
22. „ S. R. Balasubrahmanyam	...	5	0
23. „ G. V. Krishnaswami Ayyangar	...	5	0
24. „ R. Balskrishna Pillai	...	1	0
25. „ G. A. Krishnamurthy Ayyar, R. C. Ely. School, Chidambaram	...	5	0
26. „ K. N. Raghavan, Chidambaram	...	5	0
27. Mahamahopadhyaya Dandapaniswami Dikshitar, Chidambaram	...	5	0
28. The President, Taluk Board, Tindivanam	...	25	0
29. Mr. R. Kunchitapadham Pillai, Chidambaram	...	5	0
Total	...	1,987	8

(Rupees One thousand nine hundred and eighty seven and annas eight only).

S. M. College,
7-3-1929.

S. R. Balasubrahmanyam
General Secretary and treasurer.

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

BY

Mr. M. S. Sundareswaran, M.A., L.T.

In my article which appeared in the issue of the *South Indian Teacher* of February 1928, I had occasion to express the hope that the first complement of 1000 members of the above Fund would be made up before the close of the year 1928 and that the intensity of the demand for the extension of the facilities to the other members of the teaching profession would be so intense as to necessitate the opening of a second section. I however find that the first 1000 has not yet been made up, but it is no cause for fear or discouragement. Institutions like this have always to face a very trying period in the early years and when a sufficient number has been enrolled, further progress will be much quicker. Two things are, however, necessary to ensure quicker progress in the matter of the enrolment of members. First, members of the teaching profession must realise that they stand to gain considerably by an institution of this kind. Secondly, the office-bearers of the various teachers' organisation in the Presidency and other interested members must render hearty co-operation in the matter ungrudgingly by doing propaganda work in their respective jurisdiction and inducing teachers to join the Fund. We are rather prone to expect the Executive of the Association to do all the work and to consider our duty as having ended with our enrolment. The executive must of course take all steps necessary to keep the institution in an efficient working condition and to make it more and more popular. But this will not by itself be sufficient to strengthen an organisation, more especially one like the Protection Fund, where members have to be convinced that it pays them to make present sacrifice for a future benefit and professional solidarity. The willing co-operation and help of the Executive of the sister organisations in the Presidency as well as of enthusiastic members is necessary. It is these that must visit places and endeavour to convince the teachers of the need for joining the Fund without any hesitation. It is these that must be ever watchful to see if any new teacher has come, and take steps to enrol him in order that the vacancies that may arise from time to time may be filled up and the several sections of the Fund may maintain their maximum strength. It is these again that must collect the money due from the members in their districts and remit it to the office of the Fund. It is also these that should take upon themselves the responsibility of answering criticism, well-meant or ill-founded, and of keeping the members informed of the working of the Fund. These observations of mine are based upon practical experience gained by me as Secretary to a similar Fund for another class of workers for nearly seven years. But for the ungrudging support and hearty co-operation of the innumerable members of my class all

over the Presidency it would have been hardly possible for my organisation to have gained that strength and popularity that, I think, it has at present. I therefore fervently hope that the large body of teachers scattered all over the presidency will consider it their duty to bring the existence of the Fund to the knowledge of every member of the teaching profession and to do such acts as may be necessary to ensure quicker enrolment and more efficient working.

From the criticisms that have appeared in the press from time to time regarding this Fund, I see that I have to repeat what I have already stated in my previous article. While care should be taken to see that sound and satisfactory rules are framed when an institution is started, the starting of the institution or its efficient working should not be deferred until the rules are made perfect in every regard and satisfy all shades of opinion and temperament. I have yet to see an organisation whose rules are perfect and satisfy all its members. If the rules are perfect, I am afraid it connotes a static state not admitting of further progress. A frame of mind that will make it an excuse for not joining the Fund because some of its rules need improvement does hardly credit to the person. The rules may need amendment but they cannot be amended unless the person joins the Fund and puts the case for amendment before the General Body. Again, in a large organisation like this, it is impossible to think of framing rules which will meet all wishes and shades of opinion. There will always be people, few though they may be, who will be dissatisfied with some or a large part of the rules but the matter is not whether the rules satisfy all, but whether they meet the

wishes of a large portion of the members. The minority has a right to present their case before the General Body but when a decision has been reached, they must coolly submit to it only waiting for a further opportunity to drive their point with greater success.

Another criticism that has been made is as regards the fixed call of Re. 1 payable by a member every month. It has been asked as to why members should be made to pay a call in a month when there is no claim therefor. It is always dangerous to draw inferences from the experience gained from the few years' working of an organisation. Actuarial calculations show that in a population of 1000 consisting of persons whose age ranges between 25 to 55 the number of deaths will be 14 per annum and the number of retirements consequent on the attainment of the age of 55, 25. When the Fund has gained its maximum strength and when a few more years lapse, every member must be prepared to meet the calls arising from these deaths and retirements. It is not therefore asking too much of the members to require them to pay Re. 1 every month, more especially when it is remembered that the Fund contracts not to levy more than 24 calls in all in a year. Any number of calls in excess of 24 must anyhow be met and the Fund can meet them only from the amounts accumulating out of the fixed call that is paid in the early years and the deductions therefrom and from the emergency calls made every time a claim is settled. Another advantage in the fixed call is that every member will definitely know that he has to pay it every month and will not have to wait till notice of call is received. The danger of one becoming a defaulter is therefore

minimised. There is also the saving in expenditure on postage, printing and clerical work to the Fund as no notice of call need be sent to members if there is not more than one call in a month. Again, the fixed call will enable the Fund to go more speedily and definitely to the relief of the family of a deceased member than an ordinary call. On receipt of the notice of death the Fund has only to see how many effective members there are on the rolls, calculate the amount due, and remit it to the nominee from the collections made out of the fixed call. The family need not have to wait till notice of call has been issued to the members and the call amounts realised from them.

The third criticism that has been levelled against the Fund is that the amount of benefit promised is low. In considering this question, one has to remember very carefully the fact that the Fund should be able not only to pay decent and large sums to the families of members who happen to die earlier but should also be able to safeguard the interests of those members who live longer and therefore make greater sacrifices. These, who should naturally get proportionately larger benefits, should have at least the guarantee that they will be able to get an amount which is not less than the sums paid by them into the Fund as calls. At the 11th year of the inception of the Fund there will be a fairly large number of members who would be prepared to avail themselves of the retirement benefit and a much larger number at the 26th year. These claims cannot be met from the 24 calls leviable from the members in a year and should be paid out of the accumulations in the call Fund. Hence, unless members are prepared to sacrifice the interests of those persons who happen to live

long and make greater sacrifices for the benefit of those who die early, it is not possible to make larger benefit payments. On the other hand, I am afraid the Fund may have to reduce the percentage a little after gaining some experience in the coming years.

It has next been stated that it is too optimistic to expect to keep the strength of each section of the Fund at the maximum limit of 1,000. Human institutions live and grow on optimism and it is optimism that impels them to action. When it is remembered that there are nearly 10,000 teachers in the Presidency and that as many as 500 or more enter it yearly, it should not be impossible to keep up the maximum strength of 1,000, if only every member of the teaching profession realises that it is as much his duty to do his best in that regard as it is of the Executive of the Fund.

Other criticisms of a minor nature such as the safeguarding of the interest of members in the case of an abnormal fall in membership, the loss which a member who retires within 10 years is put to and the continuance of the non-teacher as a member have also been made. For safeguarding the interests of members in the case of an abnormal fall in membership a provision is necessary and can be easily made. The next one, however, is inevitable. The limit must be placed somewhere and the period of 10 years cannot be considered too high. Again, if it is desired that these also should get benefit, it should be seen whether there will be money enough to pay them. The weakness of an institution like this is the provision for retirement and if the benefits for retirement are made as generous and attractive as those for deaths, the Fund must

collapse. Further, the very object of the Fund is frustrated, if its members are enabled to derive the benefit even during the period of their life. In that case, their families will have to face the same difficulty to solve which the Fund has been opened.

The third criticism will on cooler reflection be found to be not serious. I do not believe that the members of the Fund desire that once a teacher, a person should continue to be a teacher throughout his life and that better prospects and more satisfactory conditions of life notwithstanding, a teacher must forego them, if he once joins the Protection Fund.

I have in conclusion to make an apology to the teaching profession, and the members of the Protection Fund in particular, for

coming out with this article. My aim has not been to justify the existing rules much less to advertise the existence of the Fund, for I hold no brief for the Fund or its Executive. If I have still ventured to write an article on it, it is because I have been impelled by an earnest desire to place my experiences at the disposal of a body of persons who are endeavouring to work in the direction in which I have within my narrow limits been working for the past few years. If my article contributes in any way towards making the Protection Fund stronger and more popular, nothing can give me greater satisfaction. May the Institution become stronger and confer everlasting benefits on the members of the teaching profession is my fervent prayer.

The prosperity of secondary education is the prosperity of all education. The efficiency and devotion of the teachers engaged in secondary institutions is the measure of the efficiency and the success of secondary education itself.

C. Y. Chintamani

TOPICS FROM PERIODICALS.

What is wrong with our examination system?

A series of discussions that deal with the greatest moral and practical problems of to-day are appearing in T.P.'s Weekly. The first of the series is 'what is wrong with our examination system' by Sir Michael Sadler, K.C.S.I.

"There is uneasiness—more uneasiness, I think," observes Sir Michael, "than was felt twelve months ago—about the grip which examinations are getting on the Universities and Schools of England. At the winter assemblies of teachers and administrators there were signs of apprehension lest misdirected examinations should dull the zest of the new English education and blight the hopes which, with good reason, we have formed of its future....."

The demon which dogs the footsteps of new education is pedantry. Pedantry spoils the new education which Erasmus and Aescham planned for England. Young Shakespeare, who would have been the greatest Champion of the new education if it had kept itself human and vivid, poured contempt on its practitioners for their pedantry. We English, to-day smell pedantry in the atmosphere of examinations. Therefore we want the present working of examinations in schools and universities to be enquired into scientifically and thoroughly. We ask that the whole field of their operations should be reviewed and the repercussions of their influence laid bare. Behind this demand for enquiry lies the belief that English education to-day should have as its dominant aim the creation of a new and invigorating temper of social equality. (Perhaps "social equality" does not express what I want to convey; i.e., not any fantastic dream that incomes and fortunes could ever be kept for long at one flat level, not a silly notion that one person is as good as another or is ever likely to be so; but liberation from snobbish standards of social superiority). In quest of this freedom we have launched out on a costly and hazardous adventure in education, with plenty of people ready to blame us for extravagance and for expecting too much of human nature. We have worked old material into the new fabric; whatever could be reconditioned we have been careful not to destroy. All political parties have helped in the reconstruction, each doing something which the others were not free to do, and thus the greatest change which has taken place

in English education since the Renaissance has been above party, and characteristically English in its readiness to respect many different kinds of deeply-felt convictions.

"If the English effort for the widest possible variety of educational opportunity breaks down through the failure of schools, the mainspring of many hopes will be broken. An instructive perception of the gravity of the issues which turn on the success or failure of the new education in England makes us quick to notice any signs of things going wrong with it. We feel that pedantry is the chief peril and are uneasy lest pedantry should put examinations, which are useful servants, into a position of mastery—a mastery all the more mischievous because impersonal and blind in social purpose....."

"These, I think, are the reasons why the growing disquietude about the effects of examinations in English universities and schools is important. It is not an impatient disquietude. It asks for scientific enquiry with a view to action. But the enquiry must cover the whole field of English education.....if we are really to get to the bottom of this difficulty about the mal-adjustment of examinations, if they are determined to discriminate between what is wise in their use and what is unwise. We may find that, with the best intentions, university requirements (real or imaginary) in preparation for degree courses are now being forced upon schools of whose pupils only four per cent. go to a university at all.....And we may find lurking among the pre-suppositions of our secondary school examinations vestiges of an ill-thought-out theory that, in order ever to be "educated", our minds must be dipped betimes in three or four different, but supposedly essential, tinctures of knowledge. As though education was a process of dyeing!.....and not the encouragement of native power of mind, will and feeling, as the true purpose of education.

"But to keep distinct in our thoughts the three purposes for which examinations may be held, helps us to picture the many-sided task awaiting the investigators. Examinations exist (1) to accredit or (2) to select or (3) to audit. To use examinations as an impartial audit of a school's efficiency is the most recent of the three purposes to which they can be put. It came into England eight years ago. The use

of examination as a method of selecting impartially out of a field of candidates the most competent applicants for some enviable post or opportunity is the second oldest purpose. But by far the oldest purpose to which examinations are put in Europe is accrediting. Accrediting means declaring after a test that a man is qualified to do a particular job. In every craft, the medieval apprentice had to pass an examination before he could be declared a master craftsman. The mediaeval universities copied the crafts. A degree meant simply a licence to teach.

"In practice these three purposes of examinations are not kept distinct. This causes confusion, much of which springs from our assuming that a degree signifies a kind of competence, distinct from competence to teach the subjects in which the candidate has passed..... The ghost of the original purpose of a degree still haunts universities and clings to academic standards in secondary schools."

Claims of Hindi, as the Common language of India.

Srimathi V. K. Lakshmikutti Neythiaramma, consort of the 1st Prince of Cochin, in the course of her address of welcome at the first session of the Kerala Hindi Conference held at Ernakulam on the 10th February said, "This is a time when fair Bharatabhumi who has been for long years under foreign domination is trying to snap its bonds of slavery and reoccupy its exalted place among the nations. The success of its attempt will depend to a very large extent on the unification that we are able to effect between the various parts of India. Such unification is perhaps impossible as long as we are not able to understand each other. A common language alone will make this understanding possible. Our leaders having become alive to this truth have also come to the conclusion that Hindi alone has the claim to become the national language. Attempts to spread Hindi are in progress during the last ten years. English is not accepted as the national language, not merely because it is a foreign language and will interfere with the organic growth of the nation, but also because it will take endless years to become anything like a common language. That in spite of the best attempts made during so many years of British rule in the direction of spreading English in India, only an infinitesimal percentage of our population understand it, is sufficient proof of this proposition.

"Hindi has many claims to be the common language of India. It is already understood by

two-thirds of the entire Indian population. It has a highly developed literature in religion and the sciences. Among Indian languages, Hindi has the largest number of newspapers and journals of thought. And how well these are conducted must have been demonstrated to you sufficiently by the Hindi Books Exhibition that you had here yesterday. Is it not strange that we should by indifference deny to ourselves access to a literature which holds the thoughts and culture of the largest population of our country?

"You know that the need for spreading Hindi is present only in South India, where that work is also going on. Among South Indians, we Malayalees are at advantage in the matter of learning Hindi. In the matter of pronunciation, we are better placed than the Tamilians, for example. Our language and Hindi have many common words rooted in Sanskrit.

There is a wrong feeling that Hindi is intended to supplant the other mother-tongues. In matters concerning each province, the provincial language will be supreme and Hindi will be only the State-language for conducting all-India affairs. Mahatma Gandhi has emphasised this very often. Those therefore who are devoted to their mother-tongues need not have any fear on this score.

The easiest and the handiest way of spreading a language is to make it a compulsory course of instruction in the schools. Those who have learnt Hindi will admit that the fact that the curriculum is already heavy is not an obstacle to Hindi being introduced. It is a matter for pleasure that the Madras, Andhra and Mysore Universities have made provision for Hindi as an optional subject. The Cochin Government have also decided to do so from this year. But it is not very helpful to have it only as an optional. I believe that our Cochin Government will try to act in pursuance of the resolution of our Legislative Council (to make Hindi compulsory) and thus make Cochin an example to other parts of India."

Hindi Pracharak.

* * *

A Definition of History.

In the course of an Editorial note, the Editor Mr. J. E. Parkinson, M.A., I. E. S., in attempting to give a comprehensive definition for the word 'History' writes: "History appears to be no longer the life stories of great men, but to depend for its course just as much upon the behaviour of every one of us. Two obstacles which the rest of us placed in the great man's

way are apathy and ignorance; we know too little to appreciate his counsel and we care too little to help him carry it through. But there is a third obstacle which is as serious as general apathy, and that is the relative egoism of the smaller mind—we all tend to put our own immediate interest first and again to prefer the interest of a section to the interest of the whole. The struggle of the great man is as much a struggle against vested and partial interests as against mere ignorance and mere conservatism.

"Instead of saying history is the life stories of great men, it might be illuminating to say that progress is the result of the struggles of great men with their followers, whether prospective or proposed. And history is the story of those struggles."

The Punjab Educational Journal.

* * *

Prof. M. Rutnaswamy in the course of an article, on Political Education in India' in the Catholic Educational Review, pleads for a change in our educational outlook. He says, "No longer can the education of India be a purely literary education, or even an education for a livelihood. Indian Education must be for life—the life of National Unity, freedom and self-government that is opening out in the country." He says, "Political education does not mean political instruction.....what is wanted throughout the earlier stages of Indian

Education—Primary and secondary stages—is the training of character. For, it is a special kind of political life that will have to be lived by the child grown into the man from day to day under the new constitution and not so much knowledge that he will have to repeat. And the education that will serve him is the education that will train him to live the public and political life that he will be called upon to live.—The egoistic impulses must be checked and the social impulses must be strengthened.....Children must be taught to think of each other and to behave towards each other as members one of another. The habit of helping each other without distinction of caste or creed must be incorporated in the life of the growing child.....In various and diverse ways, through the numerous opportunities that school life affords, the Indian child must be rescued from the egoistic impulses which he shows in common with the children of the rest of the world and from the caste impulses which are peculiar to him.....From the beginning the village and the caste spirit which have been the bane of Indian social and political life must be exorcized out of the growing youth of the country. Love of country, of the history of the whole country, of its culture and civilization must be instilled into the boy or girl from the beginning and he or she must be made to feel that the interests of India must override the interests of his or her village or town or province or language or caste or family custom."

EDITORIAL.

S.S.L.C.

The Secretary of the South India Teachers' Union has sent to us for publication a summary of the recommendations of the affiliated associations with regard to the *re-modelled* S. S. L. C. scheme. We understand that meetings were convened by the District Teachers' Guilds to consider the letter from the Secretary, S. S. L. C. Board, inviting the S. I. T. U. to express its opinion on the proposed scheme of the S. S. L. C. Board. Our readers would have also read the numerous letters on this question, that had recently appeared in the press. Through the courtesy of the Secretary of the S. I. T. U., we were given an opportunity to look into the recommendations received from the affiliated associations, and we are glad to see that this question has been engaging the attention of a large number of teachers in our presidency. It is natural that there may be a difference of opinion in respect of some questions such as the inclusion of English History in the A group. We trust the S. S. L. C. Board will give careful consideration to the recommendations of the S. I. T. U. and modify the scheme on the lines it has suggested. What is necessary is that the teachers in Secondary Schools who are the men on the spot should be made to feel that the responsibility for the successful working of the scheme primarily rests on their own shoulders.

The letter from the Secretary to the S. S. L. C. Board does not give room for an expression of opinion on secondary education in general but we are glad that some associations like the Trichy District Teachers' Guild have felt the need for going beyond the

terms of reference and made valuable suggestions for the improvement of secondary education. It will be in the best interests of the country if the reform of secondary education be not attempted piecemeal. We have dealt with the S.S.L.C. scheme more than once and we took care to point out long ago that the revision under contemplation should by no means be regarded as a general re-organisation of secondary education. It may be true that the Government is in possession of the reports of the secondary education re-organisation committees. We are also told that the reports are under consideration. Is it not surprising that the Government, should at this stage, allow any modification to be made in the existing scheme without any regard to the findings of the re-organisation committees? It is necessary for the public to know that the proposed scheme of the S. S. L. C. Board is merely a reversion to the old Matriculation. An important change that is proposed is that all major subjects are to be included in the list of subjects for the public examination.

Now for the recommendations themselves. There is a general feeling that the syllabuses are very heavy. The syllabus in Elementary Science has been severely criticised and the associations unanimously support the view expressed by us in the March issue. The existing syllabus has been framed with a view to giving a wide latitude to the teacher, so that he may stimulate curiosity and create an interest in the study of science. Now that all subjects are proposed to be included in the list of examination subjects, the situation is changed. Care should now be taken to relieve the undue strain on the pupil. The question

we should ask ourselves, is not what pupils may learn with advantage in several branches of knowledge, but what proficiency can be reasonably expected from them under the altered conditions. The syllabus in each subject should be nothing more than the irreducible minimum but it goes without saying that schools which are well equipped, are always at liberty to aim at a higher standard. We understand that the revised scheme will be brought into force from June, 1929. We do not know whether the S. S. L. C. Board will be in a position to revise the syllabuses suitably in time. We hope that the scheme, when introduced, will be found acceptable to the teaching profession.

To what purpose !

What about the real spirit of the S.S.L.C. Scheme ? Why this change in the conduct of the public examination under the S. S. L. C. Scheme ? Why should not each High School continue to be a centre for the public examination ? Such questions happen to be frequently put just now. There is a lot of correspondence regarding the custody of question papers. It is much to be regretted that the underlying principles of the S. S. L. C. scheme had to be abandoned one after the other. It is natural that the arrangements made by the authorities for the conduct of the public examination should be resented by teachers. The fact is, however, admitted that the department has been able to show that the public examination can be so conducted as to leave no room for leakage and malpractice. We are not holding any brief for the department when we appeal to teachers to understand the position of the department. Teachers were loud in complaining that stringent

measures were not taken to prevent leakage and malpractice. It is the department that is ultimately responsible for the proper conduct of the public examination and it should make prodigious efforts to maintain its prestige. The department deserves to be congratulated and we are sure it has never been its intention to wound the feelings of any teacher. So far as the custody of question papers is concerned, we understand that no distinction was made between teacher and teacher or between the teacher in a private school and one in a Government institution. What should strike any one interested in the educational progress of the country is whether all this labour is worthwhile. Is it not a sheer waste of energy to bestow so much attention on the conduct of the examination. The remedy is to alter the character of the public examination. There are about 20000 candidates registered for the examination and the examination is held in over 300 centres from Ganjam to Tinnevely. Even the best organisation will break under the stress of the heavy work connected with such an examination. The arrangement which might have worked well this year may, not be found feasible or convenient in subsequent years. We would therefore urge upon the Government the desirability of reforming secondary education on such lines as will minimise the undue importance attached to a public examination. Is there any likelihood of any such step being taken in the near future ?

The Anomaly and the Remedy.

The S. S. L. C. Board, constituted under the authority of the Government of Madras issues certificates to all candidates in the Madras Presidency, who appeared for the S.S.L.C. public examination. The certificate

holders who reside in areas under the jurisdiction of the Andhra University are declared eligible for admission to that university if they satisfy the rules laid down for the purpose. The syndicate of the Madras University can declare the other certificate holders eligible for admission, if they should satisfy the rules it has framed. The Madras University can also declare eligible for admission to the university classes, those candidates who have in their possession the certificates issued by the S.S.L.C. Board of Cochin, Travancore or Nizam's Dominions. When the Annamalai University begins to function, it will take power to declare secondary school leaving certificate holders eligible under certain conditions. We thus have more than one S. S. L. C. Board authorised to conduct the public examination at the end of the school course and to issue certificates to the candidates. The candidates may seek admission to one university or other. There is nothing to prevent each university having its own rules of eligibility. For some time the universities may agree to act in a similar manner. But, at no distant date, each university will be inclined to act independently. A candidate who holds the certificate issued by the Madras S. S. L. C. Board may be eligible for admission to one university but not to another. There will be then an appearance of an anomaly, but this suggests a remedy which will really improve secondary education. Each university cannot hope to maintain its standard by rules of eligibility and it will be compelled to conduct its own entrance examination. When the South Indian universities decide to conduct entrance examinations of their own, the nature of the S. S. L. C. public examination can be easily changed. The question

of the constitution of separate S. S. L. C. Boards, one for each linguistic area in the Madras Presidency may be therefore seriously considered. The constitution of such Boards will bring the S. S. L. C. public examination within manageable proportions and these boards need not function merely as examining bodies. It may be possible for these boards to devote special attention to the individual schools in their limited area, and there can be no doubt that secondary education can develop on sound lines without being unduly influenced by considerations of the requirements of a particular university.

A Munificent offer.

We are deeply indebted to Mr. K. S. Seshagiri Aiyar, B.A., Assistant, P. S. High School, Mylapore, for his very generous offer details of which are published elsewhere. Mr. Iyer has placed at our disposal as many as seven books written and published by him. The books are widely appreciated and some of them are already used in schools. The deficit which we had to present at the Chidambaram Conference was responsible in evoking the generosity of the author. He has offered us these books on condition that 50 per cent. of their value would be made over to him. We take this opportunity of acknowledging with thanks the *Munificent offer* of our esteemed brother Mr. K. S. Seshagiri Aiyar.

We appeal to all the authorities and headmasters to help us as best as they can so as to enable us to extend the scope of the Journal and increase its usefulness.

The Report of the Salem District Educational Conference.

The Salem District Secondary School Teacher's Guild deserves to be congratulated for the get-up of this neat volume containing th

proceedings of the Salem District Educational Conference held at Krishnagiri on the 24th, 25th and 26th November 1928. In addition to the report, it contains short summaries of the papers read at the Conference, and the rules of the Salem District Guild appended. The report gives prominence to the necessity for joining the Protection Fund, and it makes a strong appeal to its members to strengthen the fund by joining it in large numbers. In this connection we invite the attention of our readers to the note from the Secretary of the Protection Fund, published elsewhere. The Salem District Guild has recently resolved to sanction a sum of Rupees

Twenty five towards the travelling expenses of its energetic secretary, Mr. K. S. Chengalvaraya Aiyar and has authorised him to tour round the district to carry on propaganda work on behalf of the Protection Fund, and thus make it popular in the district. We may recall to our readers the ready response we ourselves had from this Guild, when in January 1928, we appealed to Guilds for financial assistance; we are sure that the example of this Guild will be followed by other organisations, affiliated to the S. I. T. U., so that, ere long, the central organisation may become a real power, able to achieve its ends.

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

(List of Members—continued.)

Reg. No.	Name.	Designation.	Place.
288	Mr. K. Raja Rao	Asst. Bd. High School	Pullivendla
289	„ A. K. Krishnaswamy Iyer	H. M., P. S. High School	Mylapore.
290	„ K. Ramaswamy Jyengar	Asst. Native High School	Kumbakonam.
291	„ B. Venkatarama Iyer	Asst. Bishop Heber High School,	Trichy.
292	„ E. S. Radhakrishna Iyer	Asst. Bishop Heber High School.	do.
293	„ V. Subbusheshan	Lect., in Hist. & Econ., Madura College.	Madura.

N.B.—Members are requested to quote their Registered numbers in all their communications. Communications should always be addressed to The Secretary, S.I.T.U. Protection Fund.

S. M. RAO,

Secretary, S. I. T. U. P. Fund.

OUR ASSOCIATIONS.

The Secretary, S. I. T. U. has been kind enough to place on our table the replies he had received to his circular letter re the re-modelling of the S.S.L.C. Scheme. For want of space we give below a summary of their recommendations.

Replies are received from 11 District Guilds and 16 Teachers' Associations.

The following Guilds have sent their views:—

1. Kurnool, 2. Bellary, 3. North Arcot, 4. Madras, 5. Trichinopoly, 6. Tinnevely, 7. South Kanara High Schools, 8. South Arcot, 9. Salem, 10. Tanjore, 11. Madura.

The following individual Teachers' associations have also sent their views.

1. Zamindar's High School, Kattuputhur.
2. T. Assocn. Bd. High School, Bapatla.
3. M. H. S. Tiruvannamalai
4. High School, Ottapalam
5. Bd. H. S. Rayadrug.
6. M. H. S. Villupuram.
7. S. A. V. High School, Tuticorin.
8. S. M. High School, Shiyali.
9. R. R. H. S. Nuzwid.
10. Bd. H. S., Vridhachallam.
11. D. M. H. S. Tiruvannamalai.
12. R. C. T. High School, Chidambaram.
13. A. A. M. H. S. Tindivanam.
14. Caldwell H.S. Tuticorin.
15. A. C. High School Pallatur.
16. The Correspondent, St. Agne's High School, Mangalore.

The general scheme is accepted practically by all the associations and guilds that have sent their replies. The Trichinopoly District Guild, however suggests that the S.S.L.C. Examination shall be conducted at the end of the 5th form and that the University should conduct its own entrance examination at the end of the VI form. It is also of opinion that the S.S.L.C. examination shall be conducted by the District Secondary Education Board. On the question of the scope of the S.S.L.C., all associations are silent excepting the Teachers' associations Board High School, Bapatla and A. C. High School, Palathur. They are of opinion that the record of school work of pupils from form IV upwards has been a failure owing to the fact that neither schools nor the S. S. L. C. Board have cared to take into account the school work of the pupil in determining their eligibility and the marking system must go since it adds to the labour of teacher without any corresponding benefit to the pupils.

Subjects of Study:—

The associations are in general agreement with the subjects specified under Groups A. B. & C, in the draft scheme.

A strong feeling is however expressed by several associations that English History should be included in the 'A' group. Most of the associations have taken it for granted that the syllabus in History of England, printed in the supplement on pp.17 and 18 is the syllabus for 'A' group History of England and have consequently made suggestion, for alteration in the details. They have not noticed the omission of the subject from the 'A' group as given in the Secretary's circular letter. Still, from the replies, most of the associations seem to be in favour of including History of England also in the 'A' group. R. C. T. High School, Chidambaram desires the inclusion of a vocational subject also in group. A. Associations from the North and the District Guilds, Tanjore and Salem desire that Hindi be one of the vernaculars included in Group A.

Group B.

Practically no alteration is suggested except that Drawing should be taught in forms V and VI and that Physical Training must be provided for boys of forms V & VI also within the School hours.

Group C.

Most of the associations favour the retention of such a group, and the study of only one subject. The District Teachers' Guild, Kurnool and the Teachers' Association R. C. T. High School, Chidambaram, and Board. High School, Vridhachallam suggest that this group be deleted in view of the high and ambitious syllabus in the different subjects.

The A. A. M. High School Tindivanam, requires two subjects to be studied under this group, as otherwise would arise the necessity of employing more teachers in the upper forms.

The Guilds and associations strongly desire the inclusion of Indian History also in this Group. The correspondent of the St. Agnes High School, Mangalore feels that in making the selection of subjects under 'C' group, girls seem to have less consideration shown them—needle-work he says, should find a place in this group.

Syllabus:—

The Syllabus on almost all subjects is too ambitious.—'The syllabus aims at a stiffening of the course of study.' 'The revised S. S. L. C. Scheme is too ambitious, it overloads

the curriculum and is bound to increase the mental strain of the pupils. The syllabus in most of the subjects would require pruning to the extent of nearly 25%." The foregoing are some of the remarks about the syllabus by the associations. It will thus be seen that the general feeling among Teachers' Associations, is that the syllabus is wide and extensive and could not be covered with advantage to the pupils in the 3 years' course contemplated. As one association remarks, in the year, only 20 weeks are available for teaching.

All associations complain that there had not been sufficient time allowed for a careful and detailed consideration of the syllabuses in the different subjects.

English

Opinion is expressed that only two non-detailed books should be set for study. (Both the books should not exceed 300 pages; they should be standard books, abridged) One of them should preferably be announced so as to be taught in the V the form. The president of the teachers association, D. M. H'S. Tiruvanamalai, suggests that it would be better to do away with Non-detailed books. *Versification*, figures of speech, qualities of good style, difference between the language of poetry and prose, expansion of proverbs into paragraphs etc. should be deleted. Sixty pages of Prose and 600 lines of poetry from modern English be prescribed for detailed study.

Ele. Mathematics

All associations approve of the syllabus. The North Arcot District Teachers' Guild suggests the deletion of 'cones, St. line graphs, tangents, geometrical methods of extracting the roots, external division of St. lines, and similar triangles in a given ratio; the S. M. H. High School Shyali. desires the inclusion of Stocks and Shares' while the Danish Mission School, Tiruvannamalai, desires the deletion of 'algebra' portions from the present syllabus.

Ele-Science :-

'The draft syllabus is considered 'far too heavy'; 'unpractical and ill conceived and must be altered radically' writes the Tanjore District Teachers' Guild. Other guilds are equally strong in saying the syllabus is very heavy. Majority of the associations approve of the syllabus framed by the Madras Teachers' guild, published as an appendix in the supplement pp. 43-52. All associations strongly urge the deletion of item No. VIII in the draft syllabus (general Biology), and 'desire that plant and animal life be curtailed to about 30 lessons. 'physics and chemistry in daily life' contains too

many items, a proper understanding of which would require a high proficiency in the subjects. It is suggested unanimously that it should be cut short, so as to include only simple application of Physics and chemistry to daily life conditions..

Indian History

"The syllabus in Indian History has been so framed" says one association 'that it concerns itself a great deal with movements than with men and is much better fitted for a College course. Portions relating to the pre-historic past (item I, II and III in the syllabus) are so hazy, that all associations desire their deletion. Also items XXII to XXV of the draft syllabus are considered far beyond the standard. A general lightening of the course, making it a study in outlines of Indian History is felt to be a necessity by all the associations.

Geography—

'It is too wide and requires pruning.' 'It is too comprehensive and it should be altered to a study of the Geography of the World in outlines, with special attention to the Geography of the Indian Empire,' 'oceans and things on the ocean are given much greater importance than the land on which we live and function.' Such are the criticisms based on the syllabus in Geography—A drastic cutting down of the syllabus is the recommendation of all the guilds. The absence of suitable Text-books covering the syllabus is pointed out as a serious drawback.

Domestic Science.

(a) "The syllabus is again too heavy. "Child welfare should be omitted as being unsuitable for purposes of class teaching to young girls of fourteen or fifteen; especially items II and III under child welfare."

(b) The practical work especially "cooking" should be revised and left to the teachers' discretion so as to suit all localities. The dishes prescribed at present do not suit the tastes of all.

The above are the remarks of the correspondent of St. Agnes' High School, Mangalore. Others have not expressed any opinion.

* * *

The guilds have also considered the Circular from the Director of Public Instruction, Madras re-security of tenure. It is gratifying to find that the guilds are not for contract in any form but urge the framing of suitable rules of service of teachers in aided schools, on the lines of the recommendations of the S.I.T.U. made at successive conferences.

OUR LETTER BOX

Sir

True Nationalism despises the canker of communalism. Communalism is a vice that can be tolerated as a temporary phase of politicophobia but can no longer be quartered as a permanent institution. No country in the world has worked it out to success; nor has it been a factor to the ordered progress of any advanced country. Much might be said that no country is faced with a situation similar to the one in India, what with its Hindus, Mussalmans, Christians, Parsees and religious classes galore of all India and the ruinous Brahmin and Non-Brahmin controversy of the south, and to carry it to absurdity *ad-absurdum* Mudaliars, Naidus, Goundars, Pillais, etc. The greater the divisions in the country, the farther away we are from the goal of Swaraj or Dominion Status or Self-Government. One is familiar with the cry of Non Brahminisation of all the services and down with the Political Brahmin. But nowhere is it heard that communalism should give way to compartmentalism.

Emulation should be encouraged but envy should be rigorously suppressed. It is not given to all to attain the same level of efficiency or educational attainments. Some are bound to be at the top of the profession and certainly they would have been drawn from qualified men. Would any sensible person contend that in the Educational Department the Director of Public Instruction, his Deputies, the District Educational Officer and his Deputies should be from the Secondary Grade men or from the army of Drill and Drawing masters serving in the various High Schools of the Presidency? Has the statusquo of these men been jeopardised by such men occupying the fat jobs? If it is not so, why then this cry now of "Vote for Secondary Grade men to the District Secondary Education Boards. Don't give your vote for the L.Ts." Let it not become their monopoly."

I, for one, am ashamed to hear such a cry, not because I belong to the L. T. group, but because as men who shape the young minds and thereby the future destinies of India, we would be doing a distinct disservice to the country by missing such issues. When the educated men of the Department do it, one should not be surprised when the ordinary ignorant voter of the District or the town or the village is swayed by the declamation of a political demagogue—be he a Congresswallah.

Justicite, Anglo Indian, etc. Have the L. T. representatives of the Secondary Education Boards given away the cause of the Secondary Grade men? If there is one, let it see the light of the day, so that compartmentalism may have free play in the election to the Secondary Education Boards.

Then again do not the Secondary Grade men serve the L. T.s as assistants and find out their living? If their contention of Secondary Education Boards can be carried to the extreme, they would have to give up serving the Secondary Schools that have L. T.s or Graduates as Headmasters and be the pioneers of Primary Education by taking up the Headmastership or the Assistant's place of the Higher Elementary Schools in the country. But beware, they are precipitating the compartmental issue of the Secondary Grade versus Higher Elementary Trained or Lower Elementary Trained! The contention is absurd and this cry must stop! or we do not deserve to be called "followers of the noblest profession."

Let not communalism lead to compartmentalism.

The other day in the Provincial Educational Conference held at Chidambaram the communal demon seemed to poke his head, but thanks to the timely intervention of the versatile President Mr. P. T. Srinivasa Iyengar it was hit on the head and a new *esprit de corps* created among the Educationists of the Province. Mr. Janardhanan Naidu is a star of the profession and his services are as much necessary for the cause as that of any other Secondary Grade man or Higher Grade Trained man.

So, brother Teachers, I would implore you one and all to give up this cry of "Vote for L. T. or Vote for Secondary Grade men." Simply because the Secondary Grade men have the numerical majority in the schools this cry, I presume, has been raised. Has not Balakrishna of Trichy been elected simply because of his yeomen services to the cause of Education irrespective of his qualifications? Let the members of the Secondary Education Boards be elected on their individual merits but not on compartmental tickets. We want neither communalism nor its offspring compartmentalism in the Educational department. Let not our educated young men in the Department or the experienced veterans of the Department give room to another monster which may ultimately ruin the cause and lead to further divisions *viz*,

Secondary versus Elementary Grade and postpone the day of reform and betterment of status and pay of teachers of all grades.

Multifarious managements according to the Education Minister have been the bitter pills in solving the status and pay of the teachers in the Presidency and this cry of compartmentalism would prove one more bitter pill to kill the small chance of salvation of the teachers of this Province.

SUBRAMAYAM, B.A., L.T.,
Mission High School, Ambur.

Distict Educational Officers and Comments in the Class room.

Sir,

In the January number of the "South Indian Teacher" the attention of the D. P. I is drawn to a resolution, which was moved, but withdrawn, at the Chidambaram Conference, regarding the passing of adverse remarks by the D. E. O's in the class room. In stating my views on it, I am not to be construed as championing the cause of the D. E. O's for they require no such championing, nor is it my intention to hold a brief for them. I yield to none in my desire to uphold the cause of teachers and maintain their dignity, being myself one of them. Yet I cannot help adding that we often put ourselves under the unpleasant situation of receiving adverse remarks at the hands of D. E. O's in the presence of our boys. It is our duty as teachers to put before our pupils the best according to our lights, and equip ourselves as best as we can. There are some of our brethren who can, despite the limited sphere and cramping circumstances in which they find themselves, do much better than they actually accomplish.

To refer only to English teaching, for instance, how many of us, not excluding those who are B.A.'s and M.A.'s, come to the class without looking up a dictionary for the correct pronunciation and meaning of words. Readers will pardon me for being very plain and for dragging in B. A.'s and M. A.'s. But I have concrete instances in my mind. A certain M. A., to quote only one instance, always stumbled whenever he had to pronounce 'schism'. He was certainly a man of part. Yet here a little

negligence on his part afforded amusement to many of his hearers but also perhaps offence to the few who were exacting in pronunciation. Not only did he take liberties with the word but also gave his hearers choice in pronouncing that word, but none of his choices, 'tshism', 'shism', and 'skism' was the right one. I shall not go further. I shall merely say that we often invite difficulties and awkward situations by our own negligence. Foreign language is indeed a very bad medium of expression. Its mastery is difficult; it is impossible. Still there are certain things, pronunciation, meaning, form, technique, which we can master and where we need not unnecessarily expose ourselves to a broadside from this Educational Officer or that who comes to sit in judgment over us. When we penalise our boys for errors of form, of grammar, idiom, or importation of structure from Tamil sentences, we cannot claim with equanimity forbearance for ourselves.

Another serious crime on our part is that we permit our boys to give wrong answers in the presence of the Officer and with an approving 'yes' let them proceed. Are we to persuade ourselves that such errors are not noted by the officer? We undo ourselves if we regard the Officer guillible. Nor will the D. E. O. be justified if he expects the class to be in tiptop perfection. Boys will surely commit mistakes, and we are there to correct them and not to present a prepared and dished class.

It is no wonder, therefore that adverse remarks are passed and certain errors do require correction then and there. But remarks, it must be insisted, should be gentle and unobtrusive. At the same time I am strongly against seeking sympathy and forbearance at the hands of the D. E. O. for our lack of preparation. It argues a beggarly policy. A well-equipped teacher always shows himself to advantage and readily floors the D. E. O. if he happens to pass any inadvertent remark.

Before closing, let me once again state it is not my intention to catalogue the errors of omission and commission of teachers. My plea, let me urge it with all the strength I can command, is only for improvement and perfection on our part.

V. VIRARAGHAVAN.

REVIEWS.

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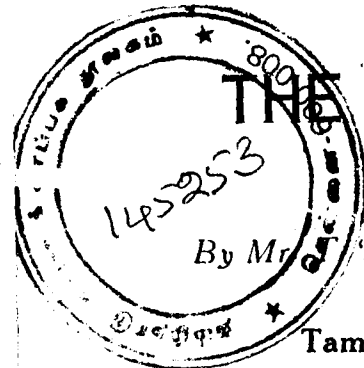
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