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HISTORY OF ENGLAND

IN TAMIL

FOR THE S. S. L. C. (C. GROUP)

We have received the following unsolicited appreciation of the above work from an able and experienced educationist, and just a perusal of it is enough to give an idea of the contents of the book :—

"I am just in receipt of a copy of the History of England published in Tamil by the Oriental Home University and I have very great pleasure in introducing this treatise to the young scholars. This is a delightful work containing all the intricate ideas expressed in clear and lucid Tamil. To transform the European names of men, women, and places into suitable Tamil garbs is naturally, owing to phonetic defects of Tamil, a very difficult thing. The students should first be made acquainted with the necessary alterations or additions and the public should also be made to approve the plan in practice. This has been taken into consideration and the western names are given in as scientific a manner as possible by making the necessary alterations in the characters. Four letters have been added to the Tamil alphabet in order to arrive at a correct pronunciation of western names and I find that all the changes that have been made can be easily and at a glance understood by the boys. The difficulty of presenting a difficult subject to young students in an intelligible method has been successfully overcome. English History is full of technical terms and particulars in the field of politics, constitution-making, and constitutional development. Parliamentary terms have been put in a language which is dignified and, at the same time, easily understood. Very often, in Tamil books, words in translations are more obscure than the originals and in fact have to be understood from the originals and that defect is not at all to be found in this translation which is both intelligible and refined.

As regards the subject matter, it can be easily seen that the book is full of details—far more detailed than the other text books in the market. While it gives larger details, it is at the same time more lucid. The language is simple and elegant. The student can follow the narration of events with ease and pleasure. The maps, charts, and tables are welcome aids. Altogether this attempt to place English History in the hands of the High School students is, it seems to me, a highly successful one, and the publishers certainly deserve encouragement in such a pioneer attempt. Similar works on every subject are badly needed."

2. Copies of the 1st edition are being quickly exhausted. Heads of institutions who have not yet chosen to apply for free specimen copies will kindly write at once for the same.

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THE South Indian Teacher

Vol. II.]

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[No 7.]

NOTES ON INDIAN HISTORICAL RESEARCH

BY

Prof. V. Rangacharya.

Geology and Indian History.

Day by day, moment by moment, the store of knowledge available to the historian is being enriched by the spade of the archaeologist, the study of the ethnologist, the researches of the botanist, and the endeavours of other intellectual allies; but of all achievements, those of the geologist are the most remarkable in some respects. While the workers in the other fields deal with questions of but to-day and yesterday, to speak comparatively in the light of the long history of the earth and man, the geologist goes back to incalculable years, and compels the reluctant and reticent voices of the rocks and bones, buried deep within the bowels of earth, to reveal the history of land, sea and life. The periods into which he takes us, the conditions of life or matter into which he initiates us, baffle even imagination. Unlike the other workers, he revels

in wringing from the mute rocks and decaying bones the evolution of the world and life long before Man came into the field.

An interesting account of what has been done recently in the geological exploration of India is given in two articles in the *Hindu* of May 29 and June 7, 1929, the former of which is a reproduction from the *Pioneer* and the latter an original note by Mr. L. Rama Rao of the Central College Bangalore. In the former the recent researches on the subject by the Geological Department are excellently summarised, and in the latter what has been done in the same field by the Geological Department of the Central College. The net result of these contributions is to show that the Trichinopoly rocks of the Cretaceous¹ period indicate the existence in South India of Dinosaurs² and Mammals³ of the early Mesozoic epochs. Till 1925 there was only one clear example of the

1. Of the nature of chalk.

2. Gigantic extinct species of Reptiles, meaning literally terrible lizards. All similar animals ending in *saurus* belong to the lizard variety.

3. See later on for the characteristics of these as distinguished from those of Reptiles.

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Dinosaur in India namely the Titanosaurs in Jabalpur region. This discovery would show its existence in the southern part of the peninsula too. It was in 1857-60 that Dr. Blanford made a survey of the area around Ariyalur and discovered remains of Dinosaurs at the village of Kalmedu. Between 1924 and 1928 Prof. Sampat Aiyangar of Mysore and his students thoroughly explored the region for reptilian remains and discovered those of the type called *Megalosaurus*¹ the existence of which had been surmised years ago by the great geologist Lydekker on the basis of a single tooth, side by side with those of the types called *Sauropodous* and *Stegosaurus* the existence of which was definitely known from their comparatively numerous remains. A single bone discovered near Kalmedu has also been surmised to be that of *Dinosaur*, though the study of it is not yet complete. The Mysore explorers found not only these Reptilian remains but Mammalian ones. A good specimens of the *Equus* tooth and the meta-tarsal² bones of the artio-dactyle ungulates were also discovered, indicating that the Trichinopoly rocks of this type were outliers of the Cuddalore sandstone type.

Meanwhile Dr. C. A. Matley carried on from 1925 onward, researches in the same field with the help of the Geological Department of India. He discovered in the red-clay bed of the Kalmedu water-course as many as ten pieces of girdle bones which, he asserts, could have been only Dinosaurian. Dr. Matley also came across, at a village called Neykkulam, a number of remains of the Reptile types of the carapace,³ etc. He also discovered the remains of two types of

Mammals, namely, the *Bos buffelas* and the *Equus*. Dr. Matley believes that, though his own finds are not conclusive, the Dinosaurian remains discovered by the Mysore scholars "are of importance as it is the first time that Southern India has yielded identifiable remains of Dinosaurs."

The significance of these discoveries can be realised by one acquainted with the light thrown by researches of the Geologists on the Geographical evolution of India. From an examination of the structure of the different rocks of the earth geologists have traced its history, and consequently the history of life, from the Azoic times, when the earth was a simple burning mass with neither life nor organic forms, to the Tertiary age when man came into existence. This long period of earth-formation and life-development is usually divided into the different and successive stages of Azoic (lifeless); Palae-Ozoic (old life); Mes-Ozoic (Middle life) and Cen-Ozoic or Cain-Ozoic (Recent life), also known as the Tertiary in contrast to the terms *primary* and *secondary* applied to the previous epochs. The physical features of India, its rocks, mountains, rivers, lakes and mineral deposits were also the results of the convulsions which occurred throughout these ages. Only, in the case of India, the four ages above-mentioned have been respectively, and rather unfortunately, styled Azoic (in its later stages, *purana*), the Dravidian, the early Aryan and the later Aryan. Each of these ages had a number of sub-ages, the cataclysms of which have left their traces on the animals, plant and mineral kingdoms of the

1. Literally, the great lizard.
2. Bones between the ankle and the toes. Ungulates are animals with hoofs or claws. Dactyles are fingers.
3. Aquatic animals with hard shells like crabs and lobsters.

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world. There was, as has been already said, no life in the Azoic epoch. Life emerged in the Palae-Ozoic age, first in the form of invertebrates, then as fish and amphibia, and then as reptiles and birds. In the Mes-Ozoic and Cain-Ozoic ages, different types of Mammals were developed. Out of one type of these Mammals—the ape or a being like it—was developed, at the end of the Tertiary age, the noblest creation of God, namely, Man.

The Azoic Epoch.

The whole earth was an incandescent mass in this age.¹ There was therefore no separate geographical unit as India or any other country. In the latter part of it, however, there came into existence, as the result of the earth's cooling, a crust² of crystalline and banded rocks technically called Gneiss³ and Schist, on which, in consequence of their igneous origin, there could have been no life. As a large part of the Peninsular and Himalayan India rests on such a substratum of gneiss and schist, it has been inferred that these parts of India must have been formed in the earliest period of geological history possible. The axis of the great Himalaya, the foundation on which its lofty heights and peaks lie, is formed of such 'granite' or associated crystalline rocks. The series extends right through to Ceylon. The continuity of the crystalline substratum from the Himalayan area to the extreme

south of the Peninsula shows that the formation of a continuous Indian geological structure or backbone was as early as the formation of the earth's crust itself. The rock-support of India is, in other words, as old as 'creation.'

The formation of the type of rocks called after Dharwar in the Bombay Presidency, which are very familiar to the students of Indian geology, belonged to the later part of the Azoic age. The rocks of Dharwar in other words are next in age to the granite substratum of India. It has been ascertained from the folded character of these 'Dharwar rocks' that their formation was due to earth-movement and atmospheric action; that they too, like their predecessors were of igneous origin; and that their present distribution and structure were due to later volcanic action and subsequent alterations in structural and mineral composition. From the distribution of these rocks it has been inferred that India was not yet a stable area during this period, that it was still in a flux. The Dharwar rocks are of incalculable economic value. They are chiefly found in the Central Provinces, Sandur, Bellary, Anantapur, Hyderabad and Mysore; and they contain a rich store of iron, manganese, copper and gold ores, which were formed by the solidified, molten matter during the formation of the cold outer crust.

1. The Nebular and the other theories of the origin of the earth, with which are associated the names of Kant, Laplace (1796), Lockyer (1890), Chamberlin, Moulton and others, are, however fascinating, outside the province of history proper.

2. According to one view this crust was at first fifty feet in thickness. It may be pointed out here that the earth, when it was formed out of the sun, was 5,500 miles in diameter. This increased to 8,100 miles in subsequent times, to eventually shrink to 7,918 miles. It was during this process that the lighter and harder materials like granite, basalt, etc., came to be formed into the continents, the bottoms of the seas, and so on.

3. Gneiss is rock rolled into plate-like layers consisting of quartz, feldspar, etc. Schists also are foliated rocks presenting layers of different minerals. The granular crystalline type of quartz, feldspar, mica, etc., which is useful for building is called granite.

As regards the chronology of the Azoic epoch,¹ geologists differ widely from 800 millions to 20 million years ago. The subject is one of endless controversy and so the theme of an 'extensive speculative literature. Mr. Wells places it between 400 and 800 million years ago. The assignment of such vast ages reminds us of the elaborate chronology of the *Puranas*.²

The Purana Epoch.

The next age in the geological history of India has been styled the *Puranic*, literally ancient. It was in this period, it is believed, that India obtained the beginnings of its present geographical configuration. This is, it is believed, indicated by the distribution of a new kind of rock-deposits, called after Cuddappah and the Vindhya, extending from the lesser Himalaya across the Aravallis right down to the south. Bijapur, Gwalior, Karnul, the Kaimur Ranges, Rewah and other localities have furnished varieties of the group. These new rocks (of which sandstones and mudstones are the best examples) are, unlike the Azoic and Dharwar rocks, not igneous but sedimentary, that is, formed by the weathering of the high parts of the earth's crust by water and air. It has been suggested that, in the earlier periods of this age, the archæan rock backbone of India must have been covered by a sea from out of which the Peninsula-Himalayan stretch of land arose. To the north of the newly-formed 'lesser Himalaya' there was an

extensive sea which covered China and the Pacific as far North America and in the southern fringe of which was situated what is now called the Salt Range of the Punjab. This extensive Tibetan sea existed throughout the Palæ-Ozoic, Mes-Ozoic and Tertiary times. It had a European counterpart in the west, but the European sea is believed not to have been connected with the Asiatic, to judge from the nature of the fossils embedded in them. The Puranic age was indeed an age of *pralayams* and upheavals!

The Palæ-Ozoic age

It was in the course of the Palæ-Ozoic age, which followed the Puranic, that we have the first indications of life on earth. The remains found in the fossils of the period indicate that the first animals of this earth of ours were of the simplest type possible, consisting of minute, microscopic, rapidly-changing, single-celled creatures (called technically Protists or Radialoria). Similarly the plants were of the simplest type, called Algae.³ The Palæ-Ozoic sedimentary rocks have revealed a large number and variety of living things in the form of shell-fish, crabs, worms and similar crawling things. Then came fishes. For ages there existed only these swimming and creeping animals, the Trilobites as they have been called, and no other traces of life. Everything that lived in these days lived under water. According to geological science, thus, water was the earliest breeding-place for

animals, and it is from the water animals that, thanks to the principle of adaptation, even the land animals have become evolved. It is highly remarkable that the Indian puranic lore, which contains so much of unreliable matter, receives in this respect considerable support from the conclusions of science. The story of the creation of the world from out of water, the story of the *pralayams* and floods, of the *avatars* of Vishnu as half-tortoise and half-fish,¹ seem to indicate, in a vague manner, a knowledge of the evolution of the world. It was only the other day that a famous scholar maintained before the British Association that Man can be gradually deduced from the shell fish! The knowledge may not be welcome to our vanity, but truth is very often unpleasant!

As the Palæ-Ozoic age advanced, the development of life became, owing to climatic changes, more and more complex. Millions of new forms came into being. In the Cambrian, Silurian and Ordovician sub-periods, by which terms geologists indicate the earliest successive stage of Palæ-Ozoic age, there were the invertebrate or backboneless water animals like sponges, jelly-fish, worms, shells, tortoises, crustaceans and molluscs,² alone in existence. During the Devonian and carboniferous sub-ages which followed, the water animals developed features which enabled them to encroach into, and live in, dry land also. The fish for instance, was an animal developed in this manner, so that it could face a temporary stranding. Other aquatic animals showed

equal adaptation. The class of creatures called amphibia, of which frogs afforded a typical example, belong to this category. Numerous varieties of snails, spiders, scorpions and similar animals were evolved under the circumstances. By the time that the Permian³, as the last sub-division of the Palæ-Ozoic age is termed, ended, the amphibia gave place to Reptiles. During the close of the Palæ-Ozoic or Permian part of it, it is believed, the major portion of the land hemisphere was under ice. North America was then connected with Europe, South America with Africa, and Australia with Asia. Thousands of the old plants and backboneless animals perished for ever in the cold, and then the golden age of the Reptiles came. The Reptiles differed from the Amphibia in laying eggs and in living, during the early stages, not under water but in air. They were characterised by big bellies and weak legs. Not much removed from the amphibia in the early stages of their development, they wallowed, just as the crocodile does to-day. It is believed that a variety of the tortoise, the crocodile, the alligator and the more poisonous⁴ snakes are living representatives of ancient reptiles.

Side by side with the development of the aquatic animals into animals suited for land life, there was, in the course of Palæ Ozoic age, a simultaneous adaptation of the water plants for development on dry land. They acquired, for instance, a woody fibre which could resist heat and light. During the Palæ-Ozoic age, there were numerous lagoons and shallow seas everywhere; there

1. Various methods have been adopted for the calculation of the age of the earth; for example, the time required for the accumulation of salt in the sea; the time required for the formation of sedimentary rocks which are in some areas 60 miles thick on account of the action of air and water; and so on. In the *Outline of Science*, edited by Prof. J. A. Thompson, the age allotted to the earth is 60 million years—30 millions for the pre-Cambrian period, 18 to the Palæ-Ozoic and 3 to the Cain-Ozoic. The theories of evolution and creation form the subject matter of the *Puranas* and afford fertile themes for study. One point in these theories is that matter was originally evolved from the mind.

2. Not to be confounded with the *Purana* of sacred literature. Similarly *Aryan* and *Dravidian* in Geology have no ethnological significance.

3. The term *algae* is now used for the common sea-weed. The earliest plants were of this type.

1. The later *avatars* are believed by one school to indicate the further stages of evolution. There is a fairly respectable literature upon it.

2. Soft-bodied but hard-shelled animals like snails, cuttle-fish, oyster, etc.

3. The term is from Perm—a province of E. Russia. This uppermost division of the Palæozoic series of strata consisted of red sand-stone and magnesium lime-stone.

4. An imaginative friend of mine suggested that this explains the name *Adisesha*!

was therefore a phenomenal and extraordinary growth of plant life. Many of the plants took the form of huge trees, the remains of which can be seen in the fossils of the period. Some of the trees were more than a hundred feet high, many varieties have vanished. With their stems in water, they formed gigantic swamp forests, the size of which it is hard to conceive in the present day. It is out of these primeval woods that the coal seams, so indispensable for modern civilization, were developed. It may be added that the Palae-Ozoic age did not as yet include flowering plants and grasses; nor did the then world know the modern insects, beasts or birds.

As regards the chronology of the Palae-Ozoic epoch, it may be noted that Dr. Hayden would attribute the first formation of fish to between 300 and 400 million years ago. Mr. H. G. Wells would assign the early Palae-Ozoic age, the age of sea scorpions and trilobites, to about 300 million years ago and the later Palae-Ozoic age of fishes, amphibia and swamp (carboniferous or coal producing) forests to the period ranging from about 260 million years ago to about 150 million years ago.

Indian geologists use the term Dravidian to indicate the Palae-Ozoic age and its subdivisions. There is no trace of any fossiliferous strata belonging to these periods in the peninsular region, the Archaean, Cuddapah and Vindhyan systems being, though sedimentary, still unfossiliferous and more ancient than the Cambrian. On the other hand, the fossils of this age have been

found in the 'extra-peninsular' area. In the Salt Range there occur the Cambrian strata; in the Central Himalayas, the strata of the Cambrian as well as subsequent epochs; and in Burma and Shan States, the Silurian and Devonian fossils. Carboniferous strata have been traced in parts of the Punjab, Kashmir and Baluchistan amidst later volcanic upheavals. The Cambrian strata of the Salt Range—the oldest of the fossiliferous type known in India—are found in the midst of later and younger materials of the Tertiary age, but the latter can be easily distinguished from the more ancient. Geologists divide the Cambrian fossils of the Range into various series; but it is enough for our purpose to note that they include such types as the purple sandstones¹ which reveal ripple marks characteristic of a sandy shore; dark-coloured shales²; cream-coloured 'dolomites'³ which are sometimes 150 feet thick and which indicate, by the presence of the remains of animals (called *Neobolus* and *Redlichia*) resembling the Cambrian trilobites of Europe and America, submergence under a deep sea; the 'sandy dolomite' containing a peculiar mollusc (*Stenothica*) resembling an American type; and 'sandy models of cubic crystals' left by the evaporation of the sea which covered the area during the period. The Central Himalayas are a storehouse of strata from the Cambrian to the Carboniferous ages. They have afforded, in the midst of later formations, shaly beds and 'dolomitic limestones' where several trilobites have been found. There are also 'coral limestones' of the

1. In Britain these rocks, formed of compressed sand, are divided into old, new and red types, the last of which is carboniferous.

2. Shales are kinds of clay, splitting into thin plates like slate but softer and less solid.

3. Rocks of carbonate of lime and magnesia. The variety was named after a French geologist Dolomieu who lived in the close of the 18 century.

Silurian period as in 'Gothland'; and layers of limestone, shale, and quartzite containing the remains of 'brachypods' and trilobites attributable to the later Palae-Ozoic periods. The Palae-Ozoic fossiliferous rocks of Chitral have revealed corals of the British Upper Silurian type and brachypods of Devonian as well as Southern Chinese affinities. The Palae-Ozoic rocks of Burma and the Shan States have revealed calcareous shales and limestones resembling the Ordovician system in Europe and America, together with trilobites, graptolites and the Devonian coral.

The Mes-Ozoic Epoch (Early Aryan or Secondary).

The Palae-Ozoic epoch was followed by Mes-Ozoic, which has been usually subdivided into the successive ages of Triassic, Jurassic¹ and Cretaceous². During these periods tremendous physical convulsions took place in every part of the world, permanently and considerably altering the distribution of land and water. India of course had a share in these changes. The net result was, she became an integral part of a great continent, generally styled Gondwana,³ which extended as far as South Africa on the one hand and, across Australia, as far as South America on the other. There also occurred in this age, within the confines of India, extensive earth-movements which resulted in the formation of new mountains. These, it has been inferred, were elevated enough to allow glaciers (as in the present Himalayas) to be formed. The country was therefore in this period a very elevated, cold plateau. The highest portions of this cold plateau were south of the Aravallis, the Himalayas being only a low coast line

bordering the Tibetan sea already referred to. This 'Puranic' sea underwent gigantic changes in immediately subsequent times. It became broader and more extensive, spreading westward as far as the Mediterranean, so as to cover even Northern Africa. It also extended to the east, completely separating Gondwana from the further north. This Eur-Asiatic ocean has been called the Tethys. As Sir T. H. Holland observes, it "flowed over a belt stretching across Central Asia, leaving deposits in which the fossil contents of places so widely separated as Burma, China, the Central Himalayas, Siberia and Europe, show the marked affinities due to free migration in the ocean."

Still another change in this age was, the Gondwana area was broken up, here and there, by occasional depressions which were filled with sedimentary deposits, thousands of feet in thickness. These deposits, it is believed brought about a general subsidence of the whole land. It is in these deposits that we have the coal-bearing seams of India. Geologists point out that, while the fossil remains, animal and vegetable, of this period in South India resemble those of South Africa, Australia and even portions of distant America, proving the existence of the Gondwana continent and the free movements of animals and negotiations of plants throughout its area, the remains of marine animals in the sediments of the sea which adjoined Gondwana and the up-heaved hills of Kashmir and the Himalayan axis (which was then under water) are allied to those of similar formations in Europe, proving thereby free communication between this sea and the European sea.

1. Named from the Jura mountains between France and Switzerland. The variety is rich in limestone.

2. Chalky.

3. Earlier writers termed it Lemuria.

As the Mesozoic epoch advanced, fresh changes took place both in the physical and animal world. The Tethys receded westward, as the result of which China became land, though for some time the Himalayas, Afghanistan, Baluchistan and the Pamir plateau were still covered by the sea and subject to the same deposits as the Alps. The Salt Range of the Punjab, on the contrary, became a land surface in this period. It is believed, that the Tethys occasionally encroached into the interior of Gondwana; for we find traces of such marine deposits in Rajputana, Cutch, Trichinopoly, Chingleput and Nellore. The southern sea also had occasional transgressions, to judge from some deposits in Assam, Trichinopoly and Pondicheri.

It was in the earlier course of the Mesozoic epoch that the bigger reptiles and birds were evolved, as land and air life advanced. The Reptiles¹ instead of wallowing on swamps, could stand up, go on fours and "balance themselves on tail and hind-legs rather as the Kangaroos do, in order to re-lease the fore-limbs for grasping food." (Wells.) The remains of many reptiles in this period indicate the transition from water to land life and from the reptilian to mammalian features. Some of these were gigantic in size, sometime a 100 feet Long.² One class of reptiles developed into birds by acquiring features for protecting themselves from the weather. The distinction between birds and reptiles is that the former possess the beak while the latter have teeth. The earliest birds show traces of the transition stage.

The teeth linger even now in some of the birds of the cold Arctic and Antarctic seas.

In the latter part of the Mesozoic period, there was, for some unknown reason, a tremendous revolution in animal and plant life. All the reptilian orders ceased to exist, leaving no descendants except a few types of lizards, crocodiles, turtles, and tortoises. Even in the seas the Ammonite species of animals,³ the chief characteristic of which was the possession of coiled shells, vanished, leaving an isolated genus—the pearly Nautilus⁴ of the warm Indian and Pacific oceans—to carry on their type in the next geological epoch. It has been suggested that this extinction of the whole Mesozoic animal and plant world, which Wells regards as the most striking revolution in the history of the earth before the appearance of mankind, was probably the result of a cataclysmal change from a hot climate to one of prolonged cold. At the end of this cold age, that is, at the beginning of the Cainozoic age, we find an entirely new order of animals, namely the Mammals. These were distinguished from the reptiles and birds by the possession of, hair, which was only second in warmth-holding power to the feathers of the birds. The possession of hair enabled them to tide over the prolonged cold which the Reptiles were not able to survive. As regards the chronology of the Mesozoic epoch it has been placed between 150 and 50 or 40 million years ago.

The Cain-Ozoic Epoch.

The next geological epoch in the world's history is the Cain-ozoic or the Tertiary

(later Aryan) epoch. It has been assigned to the vast period ranging from 40 millions years ago to 600,000 years ago. It has been divided into the Eocene, the Oligocene, the Miocene and the Pliocene sub-ages, each of which lasted for millions of years. Throughout this period, the world was, it is believed, changing in climate. There was also a gigantic crumpling of the earth's crust, causing earth-quakes and volcanic eruptions, as a result of which most of the mountains and seas of the modern world came to have their present configurations. The Andes in America and the Alps in Europe are such Cainozoic formations. Similarly in India "successive layers of lava sheets welled up from below and spread over the country levelling its surface like a gigantic deluge." The older rocks were then covered by layers of black basalt thrown up from below, in some places 600 feet thick. Occasionally there were intervals of rest and there were formed beds of mud and gravel containing fresh-water shells, found for considerable depths below the basalt surface. "The levelling effect of the lava flow has" says Sir Bampfylde Fuller², "left its mark in the existing scenery of the upper portion of the peninsula. The hills are generally flat-topped, bounding the view by successions of terraces. And where the basalt has been much denuded, as along the western coast above Bombay, there remain, as monuments

of a more ancient level, flattened topped pinnacles of grotesque appearance, which stand above the country like tall fortresses, and in the disturbed days of Indian History have been convenient strongholds for marauding or insurgent forces."

The next change in the course of the Mesozoic epoch, was in connection with the Tethys. It became, in consequence of the accumulation of marine sediments, shallower and shallower. As the result of this, its bed became the present Himalayan and Tibetan uplands with their imposing height of 20,000 feet above the sea. The greatest and loftiest mountain chain of the globe thus slowly emerged out, in several intermittent phases, so that, by the end of the Pliocene age and the beginning of the Pleistocene (literally, most new) age, it assumed its present form³. Volcanic actions of immense dimensions then gave rise to the serried and ridge-like elevations of Baluchistan, N. W. Himalayas and Kumaon, as well as the uplands of Burma and the Himalayan peaks. At the same time, throughout the millenniums when the Himalayan mountain was thus building, there was a subsidence of the land between that mountain and the Dekkan plateau. As the Himalayas became higher and higher, this trough became deeper and deeper. It then received, both from north and south, the deposits and drains of numerous rivers, and became, owing to the

1. The most famous examples of this type are the Plesiosaurs and Ichthyosaurs, huge things loving water (like whales), the Dinosaurs, the Atlantosaurs, the Tyrannosaurs and other monstrous and huge varieties, discovered in Africa, Russia and other parts of the world.

2. Students of the Puranas can easily find scientific explanations for the Matsya and Kurmavatars!

3. Ammon is Jupiter with coiled horns. Ammonite is therefore used to denote coil-shaped fossil shells.

4. It is a mollusc formerly supposed to sail on sea.

1. Eocene=dawn-new; Oligocene=little new. Miocene=less new; and Pliocene=more new. All Greek words.

2. See his *Empire of India*, 1913, p. 4-5. Basalt is dark, dark green, or brown igneous rock often in columnar strata.

3. It has been maintained that the shell-fish, owing to the action of which the Himalayas rose out of the sea-bottom, was the first manifestation of God in living shape and that is why the *Saligram* came to be worshipped in India. "The mythic stories and Puranas and Itihasas like Bhagiratha's part in bringing the Ganges down from the top of the Himalayas," says Mr. P. T. Srinivasa Aiyengar, "are but dim, faint memories of those ancient days when the world north of the Vindhyas was first being raised out of the ocean." In his Presidential address to the 11th Indian Science Congress, Dr. N. Annandale has made an illuminating study of the shells, (among other subjects like frogs, plants, etc.) as found in India and elsewhere in elucidation of the two types of evolution, convergent and divergent.

folding and corrugation of the earth, full of streams, swamps and lagoons. In the midst of these vast accumulations of silt and deposit brought from either side of the trough, were formed the coal seams and petroleum deposits for which Burma, Assam and Baluchistan are famous. In subsequent times, as the Pleistocene or quaternary age advanced, the Gondwana land itself broke up, and large parts of it were submerged under the sea, so that the connection between India and Africa on the one hand and Australia, on the other, was gradually obliterated¹. The immediate result of the formation of the Indian ocean was that the lagoons and lakes of the newly-forming Hindustan valley were drained by a river which formed one of the two main fore-runners of the present Indus, Ganges and the Brahmaputra. This river, it has been ascertained, first flowed along the foot of the hills in a north-west direction². It had its origin somewhere in Bhutan, received in its course the silt-carrying tributaries from the newly formed hills, and, flowing through

the Punjab, turned to the South, where it joined the sea like the Indus in the present day. This river, called the Indo-Brahm, was on the southern side of the preliminary Himalayan chain. On the northern side of the rising hills there was another river called the Tsampo which like the southern river, flowed in a north-westerly direction. It either joined the Oxus or entered the Arabian sea, either independently or through the Indo-Brahm. Volcanic activity then led to a change in the direction of the northern river. It became split up into two rivers, one flowing eastward to form the present Brahmaputra, and the other westward to form, in the Ladak valley, the upper waters of the present Indus. The Indo-Brahm at the same time gave rise, thanks to the upheaval of the Burmese hills and the subsidence of Hindustan, to the two systems of the Ganges and lower Brahmaputra. The voluminous waters of the middle Indo-Brahm gathered themselves into the Ganges and captured the Jumna which had originally flowed westward through Rajputana. The

1. The literature in connection with the disappearance of Gondwana is rather perplexing so far as the exact time is concerned. On the whole we may attribute it to late Tertiary and early Pleistocene Ages. Different portions probably subsided in different times. In 1905 the sounding vessels *Sea-Lark* showed from the ocean depth that Madagascar probably separated earlier in the Tertiary period. But the attraction of the Himalaya affected both the sea-level and upheaval of the islands in the Arabian sea and probably made communications easy in later times. See *Proceedings of 10th Indian Science Congress*, p. 151 & 154. R. A. Wallace points out that Australia was detached earlier. He infers from the cleavage in the middle of East Indies, that the Eastern part was detached from very remote times with the rest of Asia. The fauna of the Philippines differ in material respects from that of Asia thus indicating very early separation. "When we go to Celebes and Bali we enter on a new world altogether. It is well known that the natural productions of Australia differ from those of Asia, more than those of any of the four ancient quarters of the world differ from each other; Australia in fact stands alone; it possesses no apes or monkeys, no cats or tigers, wolves, bears, hyaenas, no deer or antelopes, sheep or oxen, no elephant, horse, squirrel or rabbit, none in short of those familiar types of quadruped which one met with in every other part of world. Instead of these, it has marsupials only, kangaroos, opossums, wombats and the duck billed platypus. In birds it is almost as peculiar." But the contrary view seems to be also in the field. Many animals like the elephant and Tapir of Sumatra and Java, the rhinoceros of Sumatra and the allied species of Java, the wild cattle of Borneo, and the kind long supposed to be peculiar to Java are now known to occupy some part or other of the Asiatic mainland. Further, even after the formation of Oceania, there was always facility enough for communications.

2. Sir Subrahmanya Lecture, 1916. One evidence "in support of the theory of one big westwardly flowing river forming the immediate ancestor of the Indus, the Ganges and the Brahmaputra is furnished by the discovery of two closely allied species of cretaceans or Dolphins and also chelonian or turtles found living both in the Ganges, Indus and Brahmaputra rivers. Dr. Annandale of the Zoological survey has given it as his opinion that the freshwater cretacean found in the Indus is absolutely identical with that of the Ganges and different altogether from the cretacean and Chelonian found in the Irawady and the Mahanadi."

lower portion of the Indo-Brahm, which had flowed through the Punjab, came to have its five modern forms, together with the extinct Gagger and the Sarasvati. The last of these was apparently a big river. Joined by the Sutlej and not improbably by the Jumna (till the latter was captured by the Ganges), it crossed the plains of the Punjab and became, in the vedic period, the holiest of the Aryan rivers. The Sutlej did not join the Beas till late in historic times. The Indus system was in a flux even till the Mahomedan period of Indian History.

It should be now obvious that the Himalayan system with its extensive ramifications is quite young when compared with the Dekkan and further south. The latter in fact is not only the oldest portion of India but also the remnant of perhaps the oldest region of the globe. The peninsular mountains, though not so elevated as the northern, are more ancient. The Western Ghats are the memorials of the water-shed which separated the eastern half of ancient Gondwanaland from the western before the latter was submerged under the Arabian Sea. That is why the peninsular rivers have their source in the western Ghats almost at sight of the Arabian Sea and flow right across the peninsula eastward to meet the Bay of Bengal. Slight upheavals of later times have apparently slightly raised the height of the Ghats and given rise to irregular depressions like the valleys along which the Narmada and the Tapti flow in the opposite direction; but by the close of the Tertiary

age South India as well as North India had practically assumed its present configuration.

The Tertiary age did, not only see the mountain and river systems of India (as of the other parts of the world) assuming their present forms, but also anticipated many of the features of the modern animal and plant life. The most important change in animal life was the development of Mammals which differed from the Reptiles in possessing the efficient hairy protection from cold and in bringing forth, instead of laying egg, young ones and tending them in a family spirit, characterised by the principles of social association, tradition, continuity. It is from this time¹ that the young begin to imitate the adult and the mother lovingly directs development. The degree of educability of course differed in different Mammals, but the general character was the same and it has reached perfection in Man. Some of the earliest mammals which belonged to the Eocene period were herbivorous quadrupeds, some leapers, some climbers of trees, some swimmers and so on. Many of these were the early predecessors of living forms like the horse, the camel, the pig, the hedge-hog, the monkey, the lemur and the Rhinoceros. Only their brain capacity was much smaller, sometimes less than one-tenth of the capacity of their present representatives. The growth of grass, another important feature in this age, was naturally followed by the rise of some huge grammivorous brutes which are now extinct. In pursuit of these there appeared the primitive dogs, cats, and a

1. It was in this period that Europe first had the birch, the beech, the holly, the tulip, the ivy, besides many fruit trees, flowers, palm and grass. Among the animals, bees, butterflies and Mammals became abundant. It may be noted that, during the Tertiary period, America was connected with Asia and so communication was easy. It was only after the Pleistocene or ice age that the Behring Straits came into existence by the action of glaciers and then the camel became confined to the old world and the llama to the New.

peculiar type of the Tiger which was 'sabre-toothed.' The first ancestors of the elephant appeared in North Africa. It had at first only a snout like the pig but subsequently developed the trunk when also a considerable variety of giraffes, camels and llamas appeared. Last in time came the greatest of the Mammals, namely Man.

A SONG OF THE SEA.

The ships ride merrily over the sea,
 Away, my lads, away!
 Ease the ropes from the rugged quay,
 Away, my lads, away!
 With bending yards, and yielding masts
 We'll brave the roughest of the blasts,
 And cheer the tempest while it lasts,
 Away, my lads, away!
 With the glorious smell of salt and tar,
 Away, my lads, away!
 Into the mists that roll after,
 Away, my lads away,
 Come leave your lasses on the shore,
 Tho' eyes are wet, and hearts are sore,
 Absence makes them love you more!
 Away, my lads, away.
 Thro' stormy seas, and sunny climes,
 Away, my lads away!
 We'll have some jolly ripping times!
 Away, my lads, away!
 Whilst we have deck-planks for a home,
 Blue sikes above, and dancing foam,
 We shall always want to roam!
 Away, my lads away!

Leland J. Berry.

ELEMENTARY EDUCATION

LESSONS FROM THE PUNJAB.

By

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

The importance of mass education has never been ignored by the Government. Successive Despatches and Resolutions have laid special emphasis on the problem, and increasing grants have been made from the Imperial and Provincial Funds for the expansion and improvement of education. As a result of these, we find an increase in the number of schools and scholars; we also find a much larger increase of expenditure. But considerable dissatisfaction is expressed at the very slow rate at which progress is made and the poor return obtained for the large expenditure incurred. This dissatisfaction which became noticeable at the beginning of this century has assumed larger dimensions since the introduction of the Reforms in 1921. This is, however, natural, for progress which was apparently easy and rapid in the nineteenth century became difficult and slow thereafter. At first, the work largely consisted in merely organising and systematizing the education that was being given to the educationally-minded classes. When appeals were made to bring them under departmental control and recognition with the promise of aid in return, there was a ready response so that year after year a large and satisfactory increase in schools and scholars was reported. When this work of organising and systematizing the educational facilities provided for the advanced classes was completed, the authorities found themselves face to face with the real problem of bringing education within the easy reach of the classes that were not educationally-minded, and when this stage was reached progress necessarily became difficult and slow. The measures that had been successful till then could not be expected to be equally successful thereafter, and yet reliance was to a large extent placed upon them with the result that progress continued to be disappointing and that, despite increase in schools and scholars and a larger increase in expenditure, little headway was made in the battle against illiteracy.

It was when this stage was reached that the question began to agitate the public mind and cause anxiety to the Government. The voluntary system on which reliance had been placed till then could not meet the new situation and a demand for introducing free and compulsory education arose. This demand took a practical and definite shape when Mr. Gokhale introduced the Elementary Education Bill in the Imperial Legislative Council in 1910. This Bill which had the support of the public and which was modest and unambitious in its object and provisions, was unfortunately thrown out by the council with the result that the country had to continue to experiment with the voluntary system for a decade more, with what results we all know.

The great pronouncement of 1917 which foreshadowed a bright political future for India brought the question of elementary education to the forefront, as the grant of

satisfactorily old and new schools and equipping them well, and improving the pay of teachers is grudged. It is hardly to be expected then that compulsion will produce any marked change. The success of the measure in the Punjab is due to a large extent to the co-operation of the several Government departments, the local bodies and the public, and unless the local bodies and the public evince similar enthusiasm and keenness in the matter here, progress will be hardly possible. Local bodies must without hesitation come forward with proposals for introducing compulsion, and the educated public must give all help necessary to make the scheme a success. Of course, it goes without saying that the Government must give the necessary financial aid and this aid will not be refused when there is a real and insistent demand for compulsion on the part of the local bodies and the public. Schools of higher grade may be opened and existing lower grade schools developed into higher grade ones; compulsion may be introduced and the attendance of all children of school age secured; and yet it is possible that the progress made in combating illiteracy may not be appreciable. If the effects of education should be felt for the better and if the literacy that is acquired should be lasting and permanent, all children must stay sufficiently long at school to complete the full course. It is because that it is not so in many cases that we see the broad-based pyramidal distribution of pupils among the different classes and the great wastage that occurs between standard and standard. As far as Madras is concerned it is a matter of common experience that nearly 75 per cent of the strength of a school is found in the lowest class and that 60 to 70

percent of the pupils in Standard I drop away without going even to Standard II. If we see the percentage that completes the fourth standard, it will be found to be 5 or so. Calculations as regards the average duration of school-life point to the same dismal phenomenon. The duration of school-life which stood at nearly 3 years in 1905 has decreased to about 1½ years. The inference is that the large majority of the pupils in our elementary schools hardly go beyond the Second Standard stage. Is it any wonder, then that they soon lapse into illiteracy and that our schools contribute little towards the removal of illiteracy?

Conditions in the Punjab were not quite different till a few years ago and are so to a certain extent even now. But the authorities there have found out the causes of this state of affairs and are endeavouring to remove them by applying proper remedies. They found out that premature withdrawals were due to the fact that the pupils in the first standard were entirely neglected and made to stay there for two or three years without receiving any benefit from schooling and that this naturally created a distaste for education in the parents who unceremoniously withdrew their children from school. Measures have therefore been taken to reorganise the teaching of the infant classes so that the children may receive adequate attention and training and be fit to go to the next higher class within a year. Inspecting officers are enjoined to pay particular attention to this question at the time of their visits to schools. Model infant departments have also been opened at selected centres and more are reported to be under contemplation. These must naturally exercise a healthy influence

on the teaching of the infant classes in schools. In these and other ways the authorities are endeavouring to create an interest for education in the parents and to achieve the ideal where every class will be equally strong and every pupil who enters school will pass through the highest standard. Though complete success has not yet been achieved in this regard, the results gained so far are considerable and praiseworthy and they show the wisdom of the measures taken to achieve the object. Is it too much to expect Madras to adopt similar measures for effecting a necessary and urgent reform in this direction? Another question which bears very largely on the improvement of elementary education is the choice and preparation of teachers for, when everything has been said and done, it is upon the teacher that the success or failure of any scheme or reform depends. If the teacher is good and suitable, he will be capable of turning out good and satisfactory work, obstacles and disabilities notwithstanding, but if the teacher is bad or unsuitable or if he does not put his heart into his work, all schemes and reforms are bound to fail. Hence great care is taken in the Punjab in the matter of the choice and preparation of the teacher. The person selected should be a man of the locality or should have sympathy for, and interest in, rural development and uplift. He should have received a sound general education up to a minimum standard which is ordinarily higher than the standard up to which he will have to teach later. Care is also taken to see that the person selected is given sound and satisfactory training for his work in well-organised training schools. The needs of the teacher are also cared for as far as conditions permit. Here it

often happens that one is a village teacher because he has drifted into it through chance or necessity. The large number of teachers employed are teachers of the lower Elementary grade whose general educational attainments do not even come up to it in many cases. These are trained in training schools for a period of two years when they are expected to receive an extended course of general education and some training of a rudimentary character in professional technique. There is little, however, in the training given in these schools that will fit them for work as leaders in villages. The staffing of training schools also requires careful attention. Persons who by their qualifications, experience, work and temperament are fitted for the work should alone be appointed as teachers and heads of training schools, whose needs must never be ignored for the sake of departmental or other exigencies. The location of training schools is also important. Most of our elementary schools are rural schools and hence a large majority of our teachers must be persons trained for work in rural areas. Our training schools, on the other hand, are almost always located in urban parts and, wittingly or unwittingly, give the students under training an urban outlook and unfit them for work in rural areas. Hence it is not merely the provision of increased facilities for training that is important but the facilities provided should be of the right type and the persons chosen should be of a sort suitable for the work for which they are selected. The pay of teachers and the grants paid to teachers in aided schools have been improved but even so, they seem to admit of further improvement. A starvin and

discontented teacher is not one who can be expected to take a leading part in the important and difficult task of rural uplift. He should not also be subjected to frequent and unnecessary transfer, as it makes it impossible for him to treat any place as his own and take an abiding interest in its improvement and uplift.

One great impediment to the expansion of elementary education has been the ignorance of the parent. So long as parents remain ignorant, it is idle to expect them to send their children to the school readily and eagerly. Hence, steps should be taken to bring home to the parent the advantages of education and to this end, schemes for adult education should be prepared and introduced. In the Punjab adult education classes are found in almost all training schools where the staff and the pupil-teachers work and thereby endeavour to banish illiteracy. This also serves as a preparation for the pupil teachers for the work which awaits them later in the villages. When the parent is made conscious of the advantage of education, he may be surely expected to send his children to the school with greater readiness and willingness and keep them there for a sufficiently long period. Similar attempts at opening classes for adults in this province have been made here and there, but a comprehensive scheme for the purpose should be drawn up and more classes should be opened. Especially it should be possible to open such classes in training schools. Work in this direction depends for its success upon the willing co-operation of the several departments of Government, the teaching profession, and the public at large. But the department of Education must take the initiative and the lead and it is hoped that

the necessary initiative and lead will be taken ere long in this province.

One of the chief causes why those who leave elementary schools and go back to villages lapse into illiteracy is that they have no facilities for continuing their education during their leisure hours in the villages in which they live. One means by which such facilities can be provided for the village people is the provision of village libraries. Such libraries exist very largely in the Punjab. They not only serve as useful instruments in the work of adult education, but they are also useful as the means of developing still further the education of those who have left schools and thus preventing them from lapsing into illiteracy. Madras is far behind even in this regard. Stray libraries are found to work here and there but anything like an organised system of village libraries is conspicuous by its absence. Of course, the importance of these libraries has been recognised and provision for grants-in-aid has also been made, but these are not by themselves sufficient incentives for the opening of village libraries. More vigorous steps should be taken to make the opening of such libraries possible either through the agency of local bodies or through private agencies, wherever such exist.

Improvements in other directions also have been made. There are physical training supervisors appointed to go about the villages for organising games in rural areas and hold refresher courses for village teachers. Thrift societies have been opened wherein teachers play a prominent part and these societies are reported to work successfully. The courses of instruction have been revised and brought into conformity with rural conditions. Agricultural teaching is

reported to be satisfactory as it gives pupils good preparation for their work in life. The village school has, by these and other means been removed from its isolation and developed into a village institution teaching villagers new ideas and new ideals of life. Such success will not be possible if the several departments of Government do not

co-operate. In the Punjab such co-operation exists and it has made the constitution of the Rural Community Board under the presidency of the Hon'ble the Minister for Education possible. This Board has branches at the headquarters of each district and plays a prominent part in rural re-construction.

North Arcot Secondary School Teachers' Guild.

The Fifth Annual Meeting of the Guild will be held on Saturday, the 27th instant, commencing at 2 p.m. in the Voorhee's College, Vellore.

THE BLESSINGS OF TEACHING

BY

N. K. Venkateswaran Esq. Vanchiyoar, Trivandrum.

Without straining what is called the sense of proportion it may be said that the noblest of professions and the sorriest of trades is the happiest of vocations. In recent times much has been written about this high and ill-rewarded work too much, perhaps. Teaching has been drawn in dismal colours and if some of these are found to have been borrowed from truthful sources it has not even then markedly helped in rendering the picture attractive. Commiseration for the teacher has, therefore, become an easy enough matter and the commiseration is ineffective for the simple reason that it is 'cheap and nasty' as the market jargon goes. It cannot, of course, be denied that there are thorns in teaching, as thorns are a supplementary fate of all roses, but it cannot also be denied that in teaching there are flower-gardens and fine blossoms too. An almost organic defect of modern thought is that it has a chronic little way of forgetting 'the other side of the medal.'

The condescending pity that seeks to honour the teacher with its attentions is the teacher's worst enemy. It encourages him to think that his lot is worse than it really is. He is tempted to commiserate himself, which is about the worst earthly calamity that could befall any individual. It is, therefore, the teacher's prime duty to resist tears where tears are not called. Optimism can often be stupid but a mournful outlook on life, exempt from those obligatory impulses and instincts that cunningly persuade us to

hitch our little waggons to far-off shining things, has seldom been discovered in a friend of humanity. Even if one were inclined to pessimize, one cannot go farther than to say that it is imperative that the teacher must at least try and make the best of a bad bargain.

In former times when education was more or less for the few, instruction generally remained in the hands of those who were born with a bent and brought up in the fitness, to give it. This is the Indian tradition. These 'born' and self-constituted teachers were honoured and were happy, sometimes even more happy than the rest of the community. During the last one hundred years or so education happily has been travelling from the few to the many and to-day it is asking every one to come under its 'umbrella.' The demand for teachers has, therefore, vastly exceeded the supply of the 'real article' and in satisfying the demand it has not always been found possible to concentrate too much on 'value'. The result is that to-day in teaching there are workers who have mistaken their vocation as well as those who have found it. Teachers' Training Colleges have stepped forward to make the wrong elements happy and efficient and the right ones happier and more efficient. How far these institutions are justifying expectations still remains a debatable question. However that may be, the general consensus of opinion among the majority of teachers, if it could be obtained unpolluted by alien considerations, will be found to be in favour

of voting teaching a nobler profession than a sorry trade. Teaching has certainly its blessings.

In teaching the wrong words subsidizing the wrong ideas have done considerable harm. Teaching has never been, and perhaps never can be, a *profession*, to say nothing of its being or becoming a *trade*. Whatever it might be in other professions, the crux of the matter in teaching is the inward call; in it the mind ought to be greatly more than money, and it is only when the money-idea overpowers teaching that it becomes the sorriest of trades at the expense of the noblest of professions. Although money has grown to a size all out of proportion to its intrinsic value in the modern world, there remain still certain human efforts which cannot be sustained by the strength of money alone. Mind and spirit, where they are honoured, still maintain their proud independence of earthly cravings. Gold can lend no glamour to the temple of knowledge nor electricity illuminate its halls. The teacher must really like teaching to be good at it, and he must really be good at it to know its blessings, and to him that is really good at it, teaching holds many blessings. And there is comfort for all that are engaged in teaching, in the assurance that, although the training colleges do not always succeed in making them like the work or in persuading them to reach its highest possibilities, they can do these of themselves. It is only those that shut their eyes to the joys of teaching that can neither see them nor have them. There might also be eyes that shut themselves in ignorance. That is the reason why it must be made clear that there are real blessings in teaching to delight such as would have them.

He may not know it, for which he has mainly to thank himself, but the teacher lives in a romantic world, whose every nook teems with wonder and adventure, with fascination and joy, the romantic world of boys and girls. It is difficult to live in this world long and resist its captivity and if one does not succeed in resisting it altogether one is gradually drawn to the blessing teaching is. The same children that give the home its inextinguishable joys and protect it against the pale-eyed cares inevitable to adult life, make the school and there can be few experiences with more lasting power of enriching and elevating the mind than to lose oneself in their prattling company. The school is always young and the stream of life that babbles through it is untroubled by the frosty fingers of time. It must be the highest adventure to bathe continually in this stream and to arrest the stealthy footstep of age. The 'little beasts' may join together and lead the teacher a dance, show their teeth at him or tear his lessons to rags, but they are boys and girls for all that, and the teacher cannot try too hard to know them and to enjoy the inestimable felicities they scatter and they alone can scatter. It is easier to hate them than to love them just as it is easier to lose the joys of teaching than to have them. There is no boy or girl but hides some unexpected harbours of creation's mysteries and there is probably no higher mission than to penetrate these. Every right teacher is an explorer in the realm of the behaviour of boys and girls, and it is an elfin art, this exploration of the mind and spirit while they are yet young and fresh from the hidden chambers of creation. When teaching becomes a thing of, inane books to be swotted, of

PROSE OR POETRY

By Leland J. Berry

There is an endless controversy raging at the present time on the respective merits and de-merits of poetry as an educational factor. The old idea of regarding poetry as the inane writing of an half wit has gone for ever, on all sides it is treated with the greatest of respect. Such is the manner of its popularity in the Western countries that you cannot escape it!

It has been claimed on many occasions, that we could dispense with poetry without any serious consequences, but on the other hand we could not possibly do without prose. I will admit that it would indeed be difficult, to proceed without the aid of prose, but surely poetry, is just as important. I would almost venture to claim that there is more recreation to be found in the pursuits of poetry than in prose.

The principles of poetry are eternal. Baudelair once stated "poetry is akin to music through a prosody whose roots are deeper set into the human soul than any classical theory indicates." Poetry is life, love and music.

It is with great pleasure that I watch the growing appreciation of poetry throughout the length and breadth of India; to-day there is a greater demand for poetry among all classes of Indian people than has ever been known. Nor can India do better than encourage such a demand, for poetry covers vast fields in its stride and can be safely reckoned as a powerful force in the world of literature. Poetry is an essential adjunct to education; it possesses an influence far stronger than prose in-as-much as it touches the sentiments of life in a more delicate

and more direct manner than prose. I do not wish my readers to run away with the idea that I find neither use nor pleasure in prose. I do! But I cannot stand idly by and see the beautiful sister Art of poetry ruthlessly assaulted by non-poetical people without wielding my pen in its defence. Poetry has done so much for me, surely I can do a little for poetry in return! Many are the happy and profitable hours that I have spent reading prose and I sincerely hope to spend very many more.

It is for such as I, and those of my readers who have the welfare of Indian education at heart, to strive until poetry is given that prominent position in Indian literature that it so richly deserves. We have profited by the uses of poetry in the western hemispheres, so why should the East neglect such a prolific source of recreative education?

There is, of course, both good and bad poetry. It is for you to choose your own particular kind from the very large selection placed at your disposal. In my own personal case I have found many of my favourite poems are written by such poets as Longfellow, Lord Tennyson, Robert Browning, William Shakespeare, Walter de la Marr, and the immortal Robert Burns, to name but a few of the many who can be very enjoyably read by all. Poetry very often contains a moral, or a beautiful thought which is impressed upon our minds more readily than if it had been written in prose style, which is due, I think, to the intriguing rhythmic swinging of the lines of the average poem, or, in other cases, to it

charming brevity of style when it combines all the essentials of good writing. Time and time again I have found myself unconsciously repeating or singing the lines of a poem that has created a vivid and lasting impression upon my mind. How often, too, we find grown up men and women who are able to recite long poems at length that they learned as children at school, fifteen, twenty or even thirty years ago! It would be practically impossible to remember long passages of prose over such an extensive period, thus again displaying the powers of poetry as an educational factor.

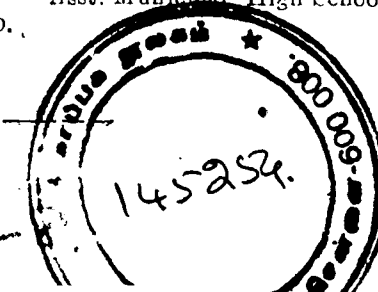
As I have said before, I freely admit the claims of prose, but at the same time I feel that poetry has an equal, if not greater, right to be popular among people of all ages and classes. Almost every periodical that is published to day contains an amount of poetry in its columns, it is a sympathetic break from the long monotonous lines of prose, and in the majority of cases it treats an entirely different subject. No, prose may be all-important to present-day requirements, but I don't think we could do without poetry altogether!

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

(List of Members—continued.)

Reg. No.	Name.	Designation.	Place
302	Mr. R. Gopalakrishnan	Asst. V. M. School	Bodinayakanur.
303	" C. Swaminathan	Asst. Danish Mission High School.	Tiruvannamalai.
304	" N. S. Venkatraman	Asst. Municipal High School.	Karur.
305	" S. M. Lakshmana Chetty B.A. LT	Head-master, Bd., Middle School.	Kaveripetam.
306	" N. K. Venkateswara Iyer	S. M. V., School	Trivandrum.
307	" A. Venkatarama Iyer	Drill Drawing-master, V. M. High School.	Bodinayakanur.
308	" R. Padmanabha Iyer	History Asst. V. M. High School.	do.
309	" Joseph Chandran	Malayalam Pandit Xian Col., High School.	Madras.
310	" N. Rangaswamy Chettiar	Math. Asst. Maha Jana High School.	Erode.
311	" B. S. Nataraja Iyer	Asst. National High School	Trichinopoly.
312	" K. Chinnasubba Rao, B.A., B.E.D.	Asst. Municipal High School	Kurnool.

S. M. RAO,
Secretary.



THE TEACHING OF GEOGRAPHY IN FORM IV ACCORDING TO THE NEW SYLLABUS

By Mr. V. K. Souri Rajan M.A., Econ.,

The syllabuses in the several subjects for the modified S. S. L. C. course have been published. It is noted that the syllabus in Geography has not been cut down to any extent as a result of public criticism. It is amusing to note that one and the same portion (the compulsory with short titles only and the optional portion with detailed sub-headings) has been prescribed for all candidates preenting themselves for the examination, as well as for those who specialize in the subject.

It has always to be borne in mind that the aim in teaching Geography is to rouse the interest of pupils to a real appreciation of the study of human life in relation to its environment rather than the drilling of unconnected facts of topographic or mere mercantile interest alone. This aim in the teaching of the subject will direct very largely the method of instruction. Further, pupils have to remember portions learnt in three years for answering examination questions at the end of the S. S. L. C. course. The method adopted in teaching the subject should be of such a nature as will not only rouse interest in the subject but will enable pupils to reason and understand facts.

Such an end can be attained only if the teaching is made scientific. It is the very essence of learning a science that a pupil should understand what he reads, not only by hearing the lessons taught, but also by doing practical work himself. The science of Geography readily lends itself for practical exercises being set to the pupils. Practical work in Form IV may be done in various ways. The globe should be made the best use of and pupils should be trained carefully to read and understand maps. Without carefully understanding the 'short-hand of Geography' the study would be fruitless. The drawing of maps by pupils from given data is one method of practical work. It has to be borne in mind that asking pupils to draw their own outlines especially for regions like the Indian ocean basin is not desirable, because the crude shape which alone can be produced by the pupil will be retained in the mind. It is therefore suggested to supply outline maps and make the pupils fill in the particulars of distribution. Though it may look ridiculously easy for a pupil of Form IV to mark the names of oceans and continents in a map of the world, yet it will have its own value as a beginning in a systematic study. The pupil cannot take more than a few minutes to do it but as a result of doing the work successfully, he would gain confidence in himself to proceed to the next stage of work. Pupils can be asked to mark the Indian ocean basin in the same map and thus the idea of an ocean basin as including countries washed by the shore of an ocean can be learnt by him. Exercises can be set to mark the direction of winds in June and January in the Indian ocean in one map and the currents of the same region in another. The pupils may be asked to compare

the maps and answer certain particulars like the comparison of the direction of winds and currents in June and January or a contrast and to account for the facts observed. If instead of directing in small details, a pupil is asked to compare the two maps and note down his conclusion, it may be that in many cases he is not able to answer the question at all. Child psychology has always to be borne in mind when setting exercises in practical work. We must direct the children what exactly to look for at least in the initial stages so that pupils know definitely what is required of them and how they could do it best. While attempting to enable pupils to understand pictures it would be well to draw the attention of pupils to the particulars which they note.

It is important that the pupils should answer short questions on the subject matter immediately the lesson is finished in the class and the work should not be accumulated lest pupils should forget what they have learnt. The syllabus has been so framed that in the hands of a careful teacher the boy has no chance to forget what he has learnt previously. While dealing with the Deccan plateau, questions on the structure and formation of the delta region should be put so that not only will the pupil be enabled to think out an answer but also recall to his memory what he had learnt regarding the Gangetic plain. In such cases extracts from descriptive Geographies illustrating the contrast or good pictures of the several regions should be made available to the pupils. The appeal should as far as possible be not only to the ear and the brain but also to the eye as well. While dealing with the factors of climate, quantitative information will have to be given and the

pupils will have to draw graphs and diagrams from the data supplied. If we only say that Malabar is very wet and the east Coast is wet or even that Malabar gets an annual rainfall of 60" and Madras about 45" we are not giving the right type of knowledge. Chances are that the information would not be remembered. Even if he remembers, the impression would not be the correct one. If however he is asked to illustrate the rainfall of the two places in one and the same graph noting the rainfall of each place in the different months, the monsoon rain of Malabar in the summer months and North East wind rains of the Coromandal coast will be plainly understood in addition to the fact that the rainfall in the East Coast is less than that on the West Coast.

Pupils should be made to understand that the human activity of a region is the result of several causes which have their root ultimately in Physical features in its very general sense and the resulting climate. Though man has conquered nature, the conquest is after all very limited. Man can at best only modify environment but cannot change it completely. So pupils should be able to reason what the resulting human activity is likely to be, in a certain locality with a particular relief and climate.

The human geography of only selected regions has to be studied for obvious reasons. It is satisfactory to note that all important regions are covered in India. For understanding the human activities completely, the statistics of crop production, imports and exports of every region, will be of great help. The teacher should keep himself in touch with the latest statistics.

For understanding the comparative sizes of different land masses it will not do if we

merely give the area of the two places in square miles but take some novel form of comparison as suggested by Dr. Stamp in his *World Geography*. A map of Africa and of India on the same scale will be drawn by the pupils. The map of India will have to be placed inside the map of Africa just to give them an idea of how many times larger that continent is than India.

The syllabus itself recommends a comparative study of the Ganges and the Nile rivers, and such a study may be the subject of a short composition. Care however should be taken to suggest beforehand on what lines the comparison and contrast will have to proceed.

For a proper understanding of the Geography and population of South Africa a short historical introduction relating to the scramble for lands south of the Zambesi by the different European nations will be of great help. A short paragraph or two on this topic written by the pupil will give him a firmer grasp of the subject than a number of lessons given by the teacher. The value of a plateau region can be brought out in other ways as well. A list of the products of the plateau lands and the plains will be a striking contrast and so fix up the idea in the pupil's mind.

Though outline maps of a complicated nature may be supplied to the pupils, they must be encouraged to draw rough sketch maps to illustrate their answers and also draw diagrams.

When the Geography of Africa is studied, pupils should be taught not only the climatic and the vegetation zones but they should also learn the natural regions of the earth. The swing of the seasons and the variation of the months of the seasons should be

clearly understood. Northern summer and Southern winter will only be a puzzle unless the cause for this is made clear. The occasion when this can best be taught is in connection with the Mediterranean lands of South Africa. The familiar quotation that wheat is harvested in all the months of the year may lead on to a discussion of how that happens and it may be pointed out that the heat required for the ripening of the corn is had in several places on different months of the year.

Aspects of Physical Geography should not be lost sight of. The pupils will learn of a crust block in connection with the Deccan; of River formation while reading the Ganges; of the Rift valley when they read of the Nile valley and the Red Sea. The study of Physical Geography is not an end in itself. It is important only in as much as it directs human activity in certain channels. The best method of learning these phenomena is to copy the diagrams of block mountains or rift valleys or stages of river formation from a good book on Physical Geography (Philip Lake-Physical Geography C. W. P.) and write underneath the figure a short description of how the different stages are reached.

In studying the structure of Australia a section W to E along 30°S will easily make the pupils understand how there are three well-marked divisions. Unless they are able to understand map reading quickly they cannot make a profitable use of the Atlas. In learning about 'sheep farming' in Australia a map of the underground water areas will help the pupils to realise how Australia is able to have such a large number of sheep. Here again the history of the population of the country will be known only after

studying the mode of colonization and the gold rush in the '70's of the last century. Pupils can be asked to explain how it is that there is a large city in a desert. From two such instances we can make the class understand that in new countries industries are the determinants of population and the location of towns. A study of the Geography of Africa as a means of comparison and contrast with Australia will keep fresh in the minds of the pupils the several facts studied in the different parts of the year.

It will be seen that if we have to make our pupils study the subject with interest, the teaching must be made rational and scientific. Practical work by means of writing answers to short questions, drawing diagrams, graphs, sketch maps and sections is the method to be followed. The teacher will have to plan this work beforehand and write out the exercises for one year so that each portion of the syllabus is treated in a manner befitting its importance.

It is noted that in the departmental syllabus no book on practical work has been recommended perhaps because there is no book at present available in the market which deals with the portions which are covered by the syllabus. It is also noted that some books where chapter headings are the same as in the syllabus have not been even referred to. So the following bibliography is given to enable teachers of geography to have access to a larger number of books than is recommended in the syllabus.

Books on Practical Work.

- Essentials of Practical Geography* by B. C. Wallis. (Macmillan.)
Practical Exercises in Geography by B. C. Wallis. (Macmillan.)

- Introduction to Practical Geography* by Simmons and Richardson (Macmillan)
Practical Geography Parts I and II J. F. Unstead (Oxford University Press.)
Practical Geography of India by Stamp IV Parts (Longmans Green and Co.)
Synthetic maps of Africa, India and Australia (Longmans Green and Co.)
Text book of Geography in parts (Oxford U. Press.)

Black's travel pictures with Questions.

In addition to the books recommended the following chapters on books will be helpful. TOPICS 1 and 2.

- Geography: a scientific study of human settlement* Vol. 3: *Africa and Australia* by R. E. Pary (Sir Isaac Pitman and Sons.)
Physical Geography by Philip Lake (C. U. P.)

Heaton's Scientific Geography.

Oceans and rivers by, E. G. R. Taylor-Benn.

TOPICS 3 and 4.

Climates of the Continents, by Kendrew. Oxford University Press.

Rivers of the World. Dakins.

TOPICS 5 and 6.

Africa and Australia Vol. IV Parry. Books on Kenya.

TOPICS 7, 8 and 9.

Africa and Australia, Vol. 3. Parry.

Operative Geography, by W. F. Morris Volume on Australia. Cassel and Sons.

Australia, by Griffith Taylor. Clarendon Press.

GENERAL TREATISES.

Oxford Survey of the British Empire. 5 Vols.

World Geography Series. 4 Vols., by Finch. (J. M. Dent and Sons.)

A complete Schools Geography, by E. G. R. Taylor. 2 Vols, Methuen and Sons.

Junior Geography of the World, by B. C. Wallis. Macmillan.

second year in North America for a complete and comprehensive treatment and for a final statement. A similarly graduated plan is in evidence with reference to natural vegetation and human life and occupations.

Another important feature of the syllabus is the provision for frequent revision in the shape of constant comparison and contrast with regions already done. For example the deltas of South India are contrasted with the Gangetic delta; the Deccan region is contrasted with the Ganges Basin; the Nile valley with the Ganges valley; the South African and Australian blocks are compared with the Deccan block; the Australian monsoon area is contrasted with the Indian; the plateau of Kenya is compared with the Andean plateau; the Gulf Plain and cotton belt in North America compared with the Indian cotton region and so on. Again the winds and currents of Indian Ocean are revised and contrasted in the Atlantic Ocean as a result of the northward extension of the latter. The symmetrical duplication of the climatic and vegetation belts in Africa is revised and completed in the north-to-south gore of the Americas where the land extends to higher latitudes. Finally in Eurasia a full conspectus of the natural regions of the world is built up and the edifice is completed.

Great care and thought have been bestowed on the drafting of the syllabus, which is simple, clear, graduated, with facts and principles and physical and human sides evenly balanced and on approved modern

lines. It is, of course, meagre and of a lower standard than it ought to be; but, in course of time, with the provision of a larger number of trained and qualified teachers of geography and with general improvement of geography teaching in the middle school classes, it can be revised and the standard raised.

Meantime, three important lines of action have to be taken immediately. Firstly, to make up for the paucity of qualified teachers of Geography the Educational Department, the Teachers' Guilds, or the Geographical Association should make early arrangements to hold a refresher course or summer school to provide for the needed training. Secondly the S. S. L. C. Board should arrange to issue a bulletin explaining fully the scope of the new syllabus, and giving detailed hints and suggestions regarding the method of conducting Practical Work, equipment, references etc. Thirdly, it is urgently necessary that the departmental syllabus in Geography for the middle school forms should be revised and brought up-to-date to afford a proper foundation for the new S. S. L. C. Syllabus. The better plan would have been to prepare a graduated syllabus on an organic plan from the first to the sixth forms; but in the absence of such a thing, let there be at least an early recasting of the middle school syllabus on proper lines.

N. SUBRAHMANYAM, M.A., L.T.

(The Journal of the Madras Geographical Association Vol. 4 No. 1.)

EDITORIAL

The Philosopher's Stone.

Is it possible to think of an educational method which will turn "learning into a delight and learners into eager seekers"? This has been taken up as a theme for discussion in the special article in the *Times educational supplement* of June 1 under the caption of "the philosopher's stone." This article shows a veiled distrust of educational methods, and the writer seems to feel that "a perfect method is hard to find" and that more has been claimed for educational methods than they deserve.

The writer of the article argues that educational reformers like Pestalozzi and Herbart paid less attention to living pupils than to dead knowledge and that they were more inclined to consider the method as an end in itself. He wants us also to infer that the reformers have not sought to arouse the interest of the pupil by challenging his mind with problems and leaving it open to him to discover the relationship. While criticising the attitude of the followers of Pestalozzi and Herbart, who have, according to the writer, spoiled the cause by their over-enthusiasm, he emphasises that, what really matters in education is the "living contact." Let us quote what he has written in this connection. "The fundamental difficulty, of course lies in the fact that good teaching is the contact of mind and mind, teacher and pupil, both living in a relationship which uses knowledge or skill or emotion as its expression but not as its end." It is not clear from the article what he means by the living contact or contact of mind and mind. We take these words to mean an insight into the psychology of the

pupil and a sympathetic understanding and appreciation of the condition of the individual.

That the writer of the article is not inclined to attach any importance to methods is obvious from the following observation: "Teachers know that there are times when the teaching takes on a vitality which is one of the most satisfying experiences of the class-room. How it happens may only be vaguely guessed at, and the most elaborate planning for its repetition may end in failure. If such experiences could be ours more frequently; if we could secure the result by taking thought; then would the necessary monotony of the class-room be borne more cheerfully; for the compensations would be great enough. But there are teachers who seldom know such periods and to them the work is a grievous burden." Here we have a clue to that vague "living contact," and we are led to imagine that the factors that make for good teaching do not admit of scientific analysis.

It cannot be said that the educational reformers have left the living pupils out of account and have solely concerned themselves with "dead knowledge" and "inert ideas." Nor can we say that they have underrated the importance of what he calls "living contact." They have rightly taken this for granted and proceeded with the elaboration of the different stages of their methods. The idea that the pupil should be brought face to face with a problem which will arouse his interest, is by no means a new one. The exponents of Dalton plan and Project method lay stress in this factor and the results are found to be

encouraging. It is not desirable that the usefulness of methods should be questioned on the ground that results are not quite up to our expectation, when they are tried in the imperfect conditions of the class-room. No one will think of belittling the value of decisive results of the experiments carried on in a demonstration farm simply because a proportionate outturn is not possible under normal agricultural operations on a large scale. A too rigid adherence to the details of a method will certainly make teaching mechanical and fail to produce an impression but a teacher who knows his business can never forget that no method can be uniformly employed with advantage under varying conditions. We feel that teachers cannot go under the impression that the educational method does not count for much in the matter of good teaching. It is up to them to adopt such changes in the method, as may be found necessary in practice. The writer of the article evidently thinks that the "problem idea" should receive special attention. Teachers have this particular procedure in their mind when they deal with topics but this method has also got its own limitations. The writer himself realises that, when his argument with regard to the problem method is pushed to its logical conclusion, it will demand "the abolition of curricula, time-table, and a rigid syllabus" and, shall we add, examinations. The article in question should not be construed as an attempt to throw overboard educational methods. It is perhaps intended to emphasise that the method should be elastic enough to give full scope to the teacher to adapt it to different conditions.

* * *

Look at this picture and on that!

"It was very difficult to induce people to come into the profession (teaching) under the old conditions; miserable conditions, not merely inadequate pay but what was still worse mean, wretched, starving, precarious pension allowances which I came across whenever I met old school-masters who had broken down with old age or ill-health. That is a thing of the past". These were the words which had been uttered, not by a discontented teacher, but by a responsible person who wielded the destinies of the British Empire at a critical time and might certainly be expected to understand full well the implications in this statement. It has been the special merit of the Rt. Hon'ble David Lloyd George, not only to foresee what is essential for the welfare of the country but also to lay his hand on the right thing and insist on the adoption of measures likely to avert the danger. This was the person who set his face sternly against any proposal for reduction in the expenditure on education at a time when he was calling upon his countrymen to strain every nerve to win the war. How clearly he had perceived the value of sound education to the progress of a country is evident from the following observation. "It was education that enabled us to mobilise and organise the resources of this great people, which enabled men and women who were unskilled to adapt themselves to the most skilled arts and industries at very short notice. An educated people is a redoubtable people, and that has come home to everybody in the land as the result of the war, its horror and terror." Here is a politician with a clear vision. He can legitimately recall on the occasion of welcoming the National

Union of Teachers to Wales, the part played by the Rt. Hon'ble H. A. L. Fisher and himself for the betterment of the profession. "You will allow me to say one word for myself. I am proud of the fact that it was an elementary school master's son who was prime minister at that time. I know from the days of a struggling youth what the treatment of the elementary school master was in those dark days; it burnt itself into my mind and my memory". Would that the miserable depressed condition of the teaching profession in our presidency burn into the mind of our men in power! The Minister for education and the director of public instruction have, in their tours, received deputations from Teachers' Associations. Again and again these Associations have brought to their notice the insecurity of tenure, the low salaries and the widespread discontent in the profession.

We are yet to hear what is intended to be done with regard to the grant-in-aid code. The depressed condition of the profession is admitted by the authorities and by public men but yet there is not even an indication that they are earnestly attempting to find a solution. Our politicians of to-day, to whatever party they may belong, are interested in the ballot-box more as a gate which leads to official position. It does not perhaps strike them that there are problems to be studied beforehand. They may feel that the place of a minister is a bed of roses, since there is no vocal public opinion which will disturb their calculations in the election. Looking at the work of the politicians, whether in the legislative council or in local bodies, we are even led to think that it suits their interest to keep the public dormant and uneducated. A politician of the right sort will feel quite

uneasy if justice be not done to a deserving class of people and if the interests of the country should in consequence be jeopardised. He will consider it his duty to carry the public with him so that his measures may be backed up by enlightened public opinion. It is refreshing to note the ring of optimism in the speech of the Rt. Hon'ble David Lloyd George. "There has been no greater progress than in the growing appreciation in the nation as a whole of the importance and the value of a sound, thorough education for all classes and ranks of the people. It has been reflected in the improved status of your great profession—the knowledge of how vital that profession is to the life of the nation". We should like to invite the attention of teachers to his exhortation at the end "you (teachers) must remind them (people) of these things, what their fathers had or had not, what they are getting now, and teach them to appreciate it. I want you to tell the general public more of what you are doing and how much more you could do if they backed you up through thick and thin. *There is not nearly enough done of that*.....I very rarely see popular descriptions of what the schools are doing now, and when I make enquiries, I do not mind telling you that, as an old elementary school boy, I am amazed at the things that are now being done. Let the public know that. Believe me, if you do, they will back you more and more, and that is what teachers realise what these words are for them to use as the medium for propaganda."

Protection in Education

The idea of appointing of non-official

arbiters
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ter for
managing com-
mission in South

admission of students into Government Colleges, arts and professional, came into vogue only recently, and at the time it was mooted, it was regarded as an election gesture. It was really an attempt on the part of Sir A. P. Patro to meet the wishes of men belonging to his party, who had, rightly or wrongly, felt that the students of the non-Brahmin community did not enjoy all possible facilities for higher education. The original idea seems to have been improved upon this year, and we are told that 60 per cent. of the seats in the government colleges are to be reserved for Non-Brahmins and that the seats should be kept vacant if sufficient number be not forthcoming. This extension of the "Protection" principle to the sphere of education is unheard of anywhere, and we do not know whether Dr. Subbarayan who has imbibed the free spirit of the Oxford University has any hand in this affair. We would not have attached any importance to this report if it were not so persistently dinned into our ears both by students and parents.

We do not intend to take seriously the explanation of the motive supposed to underlie this reservation. Nor do we feel justified in establishing a connection between this step and the communal rotation in respect of recruitment to the public service. We should like to know whether it is desirable to interfere with the discretion of the principal in a matter which is purely academic. He is the man who is directly responsible for the efficiency of the institution, and it is surprising that his discretion should be fettered in an arbitrary manner. We trust the principals, empowered by virtue of the responsible position enough required to advise the Government, to adapt it and have raised their voice in defence of their rights.

It is impossible to remain unmoved at the sight of the anxious faces of a large number of promising pupils who have scored high percentages of marks in the different subjects and who are not "wanted". If those who have suggested the new proposal could only have an opportunity of seeing these boys waiting indefinitely at the corridors with their parents and visiting college after college, they will realise the unfairness of their measure. But for the kindness of the missionary bodies, a large number of pupils will have to abandon the idea of higher education. There are amongst us teachers and politicians who talk airily of "conscience clause." The new development will certainly be an eye-opener to them.

We do consider it to be the duty of every public man to see that nothing is done which is calculated to damp the spirit of the young pupil, to whatever community he may belong. We are willing to believe that the present step has been adopted because it was found difficult to admit into the government college more than a limited number. The situation is worse with regard to professional colleges. The question which the minister has really to face is the overcrowding in colleges. The remedy does not lie in enforcing a restrictive rule which takes no note of the fitness of the pupil to profit by the instruction. Why should not the Minister for Education tackle the problem of overcrowding, and find out the ways and means of providing additional facilities? We would suggest that the minister may meet the principals of colleges, private and public, in a conference and discuss with them the existing provision. He may find out whether the private colleges may find it possible to bear any extra burden if the Government

be willing to offer liberal financial help. We hope the Government will take up this question for consideration at an early date and bring a ray of hope to many a deserving boy in the coming year.

• A good opportunity.

We publish elsewhere a communication from the Librarian of the Madras University Library, giving information regarding the facilities offered to the reading public. The Madras University Library is one of the best libraries in India open to the public. There is a fairly large collection of books on different subjects and these have been classified in such a way that any one who is interested in the study of any topic can easily get the reference books at short notice.

The books and periodicals relating to education are as varied as they are numerous and we should make a special mention of the excellent American books dealing with the modern topics of intelligence test, experimental psychology, vocational education, adult education, etc. There is a general complaint that schools do not keep in the school library modern books on education. Up-to-dateness is as necessary in education as in business. It may take a long time before the managing bodies can think of earmarking a decent amount for the purchasing books of interest to the teacher. The resources of the managers are after all limited and the only way in which teachers can keep abreast of the times is by making the best use of the University Library. Teachers in the city of Madras are better placed than their friends in the mofussal since the library is within their easy reach and it remains open from 7 a.m. to 6 p.m. on all days except Friday. Our mofussal friends have

a right to expect the teachers of Madras to keep them informed of fresh developments. Our journal is the *Teachers' journal* and a teacher in Madras will be doing a great service if he makes up his mind to spend some hours in the library and to contribute to our journal extracts, reviews, critical notes, summaries. We hope our appeal will meet with a ready response.

Teachers in Distress:—

Under this heading, we publish elsewhere such details as are available about the notice of discharge suddenly served on Messrs. J. Venkatachalapathi and P. R. Narayana Aiyar, of the National College, Trichinopoly. Both of them, we understand, are teachers of long experience. The former is a teacher of 20 years experience, half of which was gained in the College, while the latter had put in as many as 15 years' service in that institution. According to the aggrieved teachers, they had no information, directly or indirectly, that their services would be terminated at the beginning of the academic year nor have they since been apprised of the causes that led the management to take such a drastic step. We are not in full possession of the particulars yet. But we are glad that the Trichinopoly District Guild has already moved in the matter. A few months ago we published in these columns a circular from the Director of Public Instruction, Madras, re-contract as a means of giving teachers a greater sense of security of tenure. We understand that the department is engaged in considering how best teachers in aided schools can be assured of permanency of their posts. It is a matter for regret that, just now, the managing committee of a premier institution in South

3. If asked by the chairman to give your opinion regarding some important matter, tell him you have nothing to say. After the meeting tell every one how things ought to be done.

4. Do nothing more than is absolutely necessary; but when other members roll up their sleeves and willingly, unselfishly use their ability to help matters along, howl that the Association is run by clique.

5. Don't tell the association how it can help you; but if it does not help you, resign.

6. Agree with everything said at the meeting and disagree with it outside.

7. Tell every one that the news is a waste of money and ink, and dull reading besides, but if you hear anything of interest to members, keep it to yourself.

8. Wait till after the time-limit to send for your 'dinner reservation,' or better yet, take chance and come without—"one extra won't make any difference." (They all think that.)

9. Don't bother about getting new members. Let the secretary do it.

10. Hold back your dues as long as possible or don't pay at all.

NEWS AND NOTES.

75th Birthday of a Veteran Educationist.

The 75th Birthday of Kulapathi Rao Bahadur Appu Sastrigal, founder, and manager of the Native High School, Kumbakonam, comes off on 22nd inst. The old boys of the institution are arranging to celebrate the day in a fitting manner. Rao Bahadur Appu Sastrigal has done and is doing yeoman service to the cause of education and it is hoped that all educationists will take an active part in rendering homage to our Kulapathi.

A Praiseworthy Vow.

Shrimathi Shanno Devi, Headmistress of Jullundur Kanya Vidyalaya is touring the Punjab under vow not to join the Maha Vidyalaya before collecting one lakh of rupees. She has so far collected forty thousand rupees. (The Illustrated Weekly of India, July 7.)

Ban on Marriages.

The Punjab University School Board have passed a resolution that no married men candidates except those who had married before April 1, 1930, or who are at the time of marriage not less than eighteen years of age, would be admitted to the matriculation and school leaving certificate examinations. After the examination of 1931, such candidates may apply for permission to appear as private candidates only for the examination to be held in 1932.

Nation's Schools.

They (the schools) are dependent in many ways upon the community they serve. It is the community's interest in education which calls the schools into being. They are support-

ed by the resources with which the community supplies them. It is the community's knowledge and skill and spiritual energy which enable the schools to do their work and also decide the general aims they should pursue. It follows that the community itself is largely responsible for the kind of education given in its schools. If it really believes in education it will provide the schools with the opportunities they need. It will inspire them with high aims and make them the true organs of the nation's life. On the other hand, if the community thinks lightly of education, the schools will be starved and hampered in their work, and their ideals are likely to be low." (From the "Nation's Schools" by Prof. H. B. Smith.)

Manual Training Schools.

The most colossal improvement which recent years have seen in secondary education, lies in the introduction of manual training schools; not because they will give us a people more handy and practical for domestic life, and better skilled in trades, but because they will give us citizens of an entirely different intellectual fibre. Laboratory work and shop work... confer precision; because, if you are doing a thing, you must do it definitely right or definitely wrong. They give honesty; for when you express yourself by making things, and not by using words, it becomes impossible to dissimulate your vagueness or ignorance by ambiguity. They beget a habit of self-reliance; they keep the interest and attention always cheerfully engaged. (Quotation from Prof. William James referred to in Nation's Schools.)

The Madras University Library

The Madras University Library is a FREE LIBRARY and is open to all the students and graduates of the University

Any third, fourth or fifth year student of any Arts College and any student of any of the Professional Colleges of the University can borrow books for home reading on payment of a deposit of Rs. 20, if recommended by the Principal, or a Professor of his College.

But, any student can study the books in the Library itself without any recommendation or payment and irrespective of the class in which he reads.

The Library is at the Senate House, on the Marina. There is a convenient Motor Bus Service to and from all parts of the City. The Library is open practically on all days, except Fridays, from 7 A.M., to 6 P.M.

Students should note particularly that the Library is open on Saturdays, Sundays and all Public Holidays from MORNING TO EVENING.

The Library contains about 60,000 books of an advanced and select nature, covering all the departments of study, and to this about 6,000 volumes are added every year. It also receives about 750 periodicals. It has a complete run of many Scientific Periodicals, indispensable for Research.

During the last academic year, the Library had about 1,000 members on its rolls and issued about 1,00,000 volumes.

Copies of the Rules of the Library and application cards can be had at the Library Office. The Library staff will be glad to assist the students in the selection of material for their study and in any other matter connected with their use of the Library.

Ordinarily students can consult the Librarian on any day between 11 A.M., and 5 P.M. If freshmen can call at the Library in batches of three or four at a time, the Librarian will be glad to show them round the Library and explain the classified arrangement of books and initiate them in the use of the card catalogue and other Library apparatus.

OUR LETTER BOX.

Selection and Change of Text Books.

The present practice of changing text books every year is a real hardship to parents in addition to the already costly Secondary Education. Apart from the additional cost that it entails upon the poor parent, it is soul-killing to think of the factors which weigh generally with the body which sits to select the books every year. It is not so much the superiority of the matter that is considered as the author or the publisher. This, to say the least, is quite unbecoming of those who are charged with the sacred trust of the education of children.

Rarely a year passes without some change in the text books. Even in History, Geography and Science, books are changed; though the idea is slowly gaining ground, that no text book need be prescribed in these subjects. What justification can there be, then, for changing the books in mathematics? Is it the number

of sums or the multiplicity of examples in another book, that can be adduced as a sufficient reason for doing so? Where the book is deficient the teacher can supply. And what about the English Text and non-detailed study. I for one think that there can be no necessity at all for changing the books if sufficient care is bestowed when the selection is made.

The haste with which the selection is made, the favouritism that is sought to be shown either to the author or the publisher or both, are the real evils which necessitate this change, year in and year out.

A moment's consideration on the enormous wastage of prescribed text books and the consequent financial burden to the poor parent, will show the Himalayan blunder that we commit.

Will the Editor please put up this fight till it is heard and felt.

K. V. S.

REVIEWS

A JUNIOR HISTORY OF INDIA By R. D. Banerji, M. A., (Blackie & Son, Ltd.)

It is a good sign of the times that Indians of sound scholarship have taken to the writing of good and suitable text books on the history of their Mother Country embodying therein some of the latest researches: thus enabling the

teachers and the taught to have a correct perspective of men and things.

The Volume of Literature on Indian History is increasing and the book under Review is one of the latest, written by an Indian scholar and published by the enterprising and long-standing Firm of Publishers, Messrs. Blackie & Sons.

"It is written in plain and simple language, is expressly designed to assist those going up for the Matriculation or School Final Examination." Some of the results of the latest historical researches are also put into this book in a manner that could be easily understood by the pupils even without the help of the teacher. But the usefulness of the book would have been enhanced had the author taken pains to put in more details about the Civil, Municipal and Military administration of Chandra Gupta Maurya who was helped in steering the ship of the State by that great and astute statesman and philosopher Chanakya the Indian Machiavelli. The book is sure to be a really useful guide for the pupils preparing for the S. S. L. C. Examination. The get up of the book is neat and attractive. N.K.

A FIRST COURSE OF ENGLISH HISTORY By James H. Gense, S.J., published by Messrs. Macmillan and Co., Ltd., is a useful analytical summary of prominent events, which will be very helpful to examination-going students, in particular. The get-up is fine, and finer still is the size of the book. One of the attractive features of the book is an illustrative device, characteristic of the period, containing the names of the kings of the period. The maps, lines of time, pictorial illustrations of dress and armour, genealogical tables and questions at the end of each chapter are among the other attractive features of the book. (Price Re. 1-0-0.)

A JUNIOR SCHOOL CHEMISTRY. By W. Littler [Publishers: C. Bell & Sons., London. Represented in India By Messrs. Longmans Green & Co. LTD. Pages 336. Price 4 sh.] This neat and attractive volume is a very useful handbook of chemistry designed for the use of pupils appearing for the 'School Certificate Examination'. It closely follows the syllabus in optional chemistry of our school final course. The language is simple and clear. The book is made interesting by frequent historical references, with a view to stressing the scientific method. Special attention is paid to large scale manufactures and to the applications of chemistry to daily life.

The book contains an appendix of notes for rapid revision work. Another useful feature of the book is the short summary followed by some testing questions given at the end of each chapter. The book is sure to receive general adoption which it certainly deserves.

The Hyderabad Teacher.

We have received a copy of the latest issue of this journal (Vol. III No. 4). It is the Quarterly

Magazine of the Teachers' Association, Hyderabad, Deccan. The Editorial Staff consists of Messrs. Ali Akbar, M.A., (Cantab), F.C. P. M.A., and Ahmed Hussain Khan, B.A. The journal is issued under the patronage of Fazle Mohamed Khan, Esq., M.A., Director of Public Instruction of H. E. H. The Nizam's Dominions.

The place of honour is given to 'Some Important Principles of Physical Education' by Mr. Weber, Director of Physical Education for India Y.M.C.A. wherein the author sets forth certain laws of procedure or principles which the Physical Educator should keep in mind. Other articles are: *An experiment in the Project Method of Teaching* by Rev. L. Simpson, giving an interesting account of how the boys of his school worked out a project on 'shop' in addition to their regular routine work. *Poultry culture in Schools* by Mr. N. Shaw, *The Teaching of Arithmetic as a Logical exercise* by Mr. Brogle, *Dental Hygiene in schools* by Mr. Borgaonker, *Anomalies of the School system II* by Mr K. Narayana Rao, and *The findings of the Sub-Committee on Physical Education*.

The Editorial is ably written, putting a strong plea for increased attention to Physical Education in schools.

The journal is neatly got up and deserves every encouragement. The subscription is only Rs. 3 a year.

The **Brahmacharya** Vol. II. No. 7. This number of the Brahmacharya is particularly important as it is the 1st number of the journal since its affiliation to the New Education Fellowship. 'Brahmacharya' was pleading for the New and freer ideal of Education. After the Educational worker's camp at Kangeri, where the Indian section of the N. E. F. was started, Brahmacharya became the official organ of the Indian Section, with Prof. A. R. Wadia of the Mysore University as Chief Editor. The number contains the principles and aims of the New Education Fellowship and the constitution of the Indian section of the Fellowship. 'Upanayana', the first institution, is given the 1st place. *Soviet Curriculum* and *The Gurukul experiment* are among the other articles that appear in this number. A special feature of the Magazine is the Book Club section which contains the summary of a recently published book 'The club Room Republic'. The Editor invites matter for this section.

The journal maintains its usual attractiveness and is priced at Re. one per year payable in advance.

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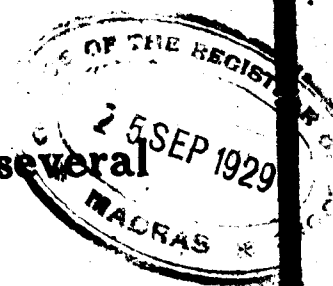
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HISTORY OF ENGLAND

IN TAMIL

FOR THE S. S. L. C. (C. GROUP).

We have received the following unsolicited appreciation of the above work from an able and experienced educationist, and just a perusal of it is enough to give an idea of the contents of the book :—

"I am just in receipt of a copy of the History of England published in Tamil by the Oriental Home University and I have very great pleasure in introducing this treatise to the young scholars. This is a delightful work containing all the intricate ideas expressed in clear and lucid Tamil. To transform the European names of men, women, and places into suitable Tamil garbs is naturally, owing to phonetic defects of Tamil, a very difficult thing. The students should first be made acquainted with the necessary alterations or additions and the public should also be made to approve the plan in practice. This has been taken into consideration and the western names are given in as scientific a manner as possible by making the necessary alterations in the characters. Four letters have been added to the Tamil alphabet in order to arrive at a correct pronunciation of western names and I find that all the changes that have been made can be easily and at a glance understood by the boys. The difficulty of presenting a difficult subject to young students in an intelligible method has been successfully overcome. English History is full of technical terms and particulars in the field of politics, constitution-making, and constitutional development. Parliamentary terms have been put in a language which is dignified and, at the same time, easily understood. Very often, in Tamil books, words in translations are more obscure than the originals and in fact have to be understood from the originals and that defect is not at all to be found in this translation which is both intelligible and refined.

As regards the subject matter, it can be easily seen that the book is full of details—far more detailed than the other text books in the market. While it gives larger details, it is at the same time more lucid. The language is simple and elegant. The student can follow the narration of events with ease and pleasure. The maps, charts, and tables are welcome aids. Altogether this attempt to place English History in the hands of the High School students is, it seems to me, a highly successful one, and the publishers certainly deserve encouragement in such a pioneer attempt. Similar works on every subject are badly needed."

2. Copies of the 1st edition are being quickly exhausted. Heads of institutions who have not yet chosen to apply for free specimen copies will kindly write at once for the same. The book is already prescribed as a Text for Forms V & VI in several High schools in the Tamil District.

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AN INDIAN LIBRARY OF THE 11TH CENTURY

BY

Mr. S. R. Ranganathan, M. A., L. T., Librarian, University of Madras.

Some interesting light is thrown, on the place Libraries occupied in the educational institutions of medieval India, by the "Inscriptions of Nagai" published as No. 8 of the Hyderabad Archaeological Series, which has just been received in the Madras University Library.

Nagai is a village near Wadi and it is said to be the site of an old city, which has now disappeared leaving behind several monuments and inscriptions of great historical value.

A Kannada inscription in the sixty-pillared temple called "Aruvathu Kambada Gudi" of that village, said to be of the date corresponding to the 24th of December 1058 A. D., gives an account of the public institutions founded by Madusudana, a famous general and minister of the Chalukya King, Raya-Narayana. One of the institutions founded by him was a residential college "called Chatikasala for two hundred scholars studying the Vedas, and fifty-two studying the Sastras. The institute was manned by three Vedic Teachers, three Sastra-teachers

... and six librarians (Sarasvati-bhandarikas)".

If the appointment of as many as six librarians is significant at all, perhaps one may reasonably infer that the Library attached to the college should have been of considerable size and usefulness. One is further tempted to compare this medieval college Library with our present-day college libraries which are so notoriously indifferent and grudging both in improving their book-resources and in providing them with the necessary human aids for helping the proper exploitation of their resources by their teachers and students.

A later verse in the same inscription shows that Madusudana was far ahead of us in fixing the status of college libraries. For, his allotment of land to the teachers and Librarians in lieu of their salary was as follows :—

45 Units (Mattar) of land to the Professor of Prabhakara darsana.

35 Units to the Professor of Bhatta darsana.

30 Units to the Professor of Nyasa.

20 Units to the Professor of Vedangas.
30 Units to each of the six librarians and so on.

This shows that Madusudana has treated the professors and librarians almost equally and it may further be inferred that their Academic qualifications also should have been of the same order.

The present day educational institutions of the West, which make a correct evaluation of the place of libraries, give professorial status to their librarians and, in return, insist upon high academic qualifications in

them. In our educational institutions, on the other hand, the term "librarian" is a misnomer. It is, in most cases, a lad, who has just left school, that is appointed as Librarian and his status is seldom higher than that of a junior clerk. The Madras Library Association earnestly hopes that, the standard set by our illustrious countryman Madusudana, which is in such close agreement with the present day practice in other countries, will soon be reached by our Universities, Colleges and Schools.

THE GREAT EXPERIMENTER

Ah! exquisite harmony! I strike on the chord again!
Each note is naught; they mix and blend:
Truth doth flash in meteoric splendour wild,
To the stars and beyond soars my soul,
I trip and sing in boundless space for ev'r and aye.
The pleasing tones and jarring notes
In proper place keep right. The mind
Fixed on the swelling paean of praise transcends all time and space.

Indeed it is the subtle grand element in all;
Lustre, beauty, rythm it adds,
The gleam of truth gives form and charm.
See then, things of the world abide for ev'r and aye!
Take that away: it is not but elod,
Forces at strife, raising dust and storm
Blinding the eye. All is chaos at last,
What once possessed the ineffable essence divine.

Faults are there; imperfection stares in face,
Mistakes occur when erratic motions arise,
The seed is there to swell and blossom at last,
The vital spark to spur us on for ev'r and aye
Higher and higher, to loftier ideals of life
Till the emulous world attains to heaven, and all
Throb with Love, Love that knits the sundering atoms of life.

Truth's in all things: the plasm, the centre, the life;
Meshed though with scales of flesh on flesh,
Its force doth pierce and spread in the world,
Peace is at last, Peace for ev'r and aye.
Love, joy, service and wisdom for all.
Life is worth living if only to see this truth,
Imperfection takes wings and flies,
From clime to clime till it alights,
On the ever happy fields of perfect Peace.

B. V. P.

THE HOME AND THE SCHOOL OR PARENTS AND TEACHERS.*

(An account of an experiment in Parental Co-operation carried on by the staff of the
Hindu Theological High School, Madras)

It is a matter of common experience that education depends for its efficiency and usefulness more on environment and discipline than on mere teaching and learning. In all non-residential schools the pupils are under the discipline of two independent authorities like the teacher and the parent and under the influence of two different environment like those of the Home and the School. So long as the parents and teachers, standing aloof from each other, subject their boys who are their common objects of attention, to different methods of discipline and so long as the conditions prevailing in the school and at home continue to be different in spirit and as a consequence produce different results, there is very little likelihood of any training becoming complete, effective or efficient. Parents at home and teachers in schools are no doubt painfully aware of many of the defects in their wards like disobedience, lying, neglect of studies, bad manners, quarrelsome disposition, untidiness of person and clothes, truancy and other undesirable qualities; but their attempts to correct them have not produced the desired result in all those cases where they have been working independent of each other; such a result is largely due to the wide gulf that lies between the home and the school and to the absence of a joint endeavour on the part of parents and teachers. Our own experience has strengthened us in our conviction that if only there be

some sort of mutual and cordial understanding between the teachers and the parents about their respective duties and responsibilities in the training of the boy at home and in school, the defects noted by the one might easily and effectively be remedied by the other. It is gratifying to note that the need for parental co-operation in the training of the young is gradually receiving the attention of all those who have begun to think seriously about the moral welfare and progress of their boys. It is needless therefore for me to dwell at length on the necessity for bridging the gulf between the home and the school, so I proceed to consider the ways and methods by which it could be secured and utilised to the best advantage.

The responsibility of giving the right kind of education is primarily that of the parent and secondarily that of the teacher. As one directly interested in the education of his children, the parent has a right to demand the teachers' co-operation in the efficient training of his children and there is a duty incumbent on the teachers to give such co-operation not only because it would greatly help them in their work and add to the tone of the school, but also, next to their own conscience, the teachers are answerable to the parents, not as servants but as trustees of the children in their charge. Unfortunately in our country most of the parents, because of their illiteracy and ignorance are living oblivious of their rights

* A paper read at the annual educational conference of the Madras Teachers Guild.

and responsibilities ; so it is upto us teachers as enlightened members of the community to take the lead and the initiative in organising the parent class and making them understand the necessity for their co-operation in the training of their children and the benefits that may result from it. The first step in such a move is the organisation of the *Parents' Day*. Once in a year we invite all the parents to assemble in conference in the school. We not only give them an account of what we have been doing for their boys throughout the year but also explain clearly the nature of the help and co-operation that we expect from them for the success of our work. Such Parents' days give us a very good opportunity to have a free and frank exchange of views. I shall now place before you categorically some of our views which we expect the parents to adopt in linking together the home and the school.

1. Every parent should know the ordinary and the special rules of the school in which his boy is studying and must respect them. If for sufficient reasons he thinks that some of them are too severe or unjust, he can freely discuss them with the head-master or with other parents on the Parents' day.

2. Parents should be courteous enough to acknowledge and if necessary reply letters or other communications that they might receive from the school from time to time.

3. They must be prompt in sending applications for leave of absence for their boys. It is a common practice among parents to stop their boys at home whenever there is a function in the house without any previous intimation to the school

Generally leave applications are not sent till teachers insist on the boys producing them. Parents do not realise that under such circumstances, teachers would be left absolutely in the dark and would not be able to distinguish between truancy and genuine cases of absence.

4. Parents must understand the necessity for compulsory training in games and physical exercises. The evening hours are intended solely for that purpose. Attendance of all the pupils on the sports and drill grounds should be made compulsory and those boys who want to occasionally absent themselves from the sports grounds for satisfactory reasons can do so only by producing a letter signed by the parent or guardian. After a day's hard study in the school and before the night's preparation, it is but essential that boys should have some recreation and diversion. Otherwise all work and no play will make Jack a dull boy.

More important than the few facts mentioned above are some of the following points which the parents ought to follow in the home training of their children :—

1. The pupils' work at home must be systematised. In the school from the very beginning, the boy is brought under a routine of work. Hence he not only learns the value of time but also cultivates the habit of methodical work. If this habit should be well-formed the boy should also learn to adjust his work at home according to time, otherwise the home will undo the work of the school. Of the few hours spent at home, excepting those spent in sleeping, the parent must see that certain hours are set apart for attending to the domestic duties and certain hours are fixed for study.

2. The parents should see that their boys cultivate such good habits as early rising, daily bathing and washing of clothes, and observing personal cleanliness. They should always send their pupils in time to the school and thus train them from the very beginning to be punctual. If for special reasons the boy is delayed on any day, a letter must be sent the very day through the boy, instead of a mere oral intimation.

3. Some parents are anxious that their boys should be promoted irrespective of their fitness expecting the teacher to be specially generous to them. They do not realise that the teacher by his position has to be impartial and that in a class of forty, individual coaching up is impossible. So if any parent is anxious that his son should improve and if he is too poor to pay a private tutor, the only course left open for him is to take from the class teacher the names of some of the forward boys of the class and make his boy work at home with one or other of these more intelligent and industrious boys of the class.

4. Every school-going child has his own friends. Since company has much to do in making or marring the character of the young, parents should be careful enough to watch and report to the teacher the names of boys in whose company the boy is seen outside the school. Since the class teacher is expected to know the conduct and behaviour of every boy in his class, the parent must take his advice, whenever he meets him, regarding the desirability or otherwise of the friendship of his boy with certain other boys of the same class. If the parent had any occasion to notice any moral delinquency on the part of his boy resulting out of such bad company, he should not

only advise his boy to give up their friendship but also request the class-master to advise his boy and to punish those boys who were responsible for leading him into bad ways.

5. There are very many cases in which the boys are brought up indulgently at home by some fond grandmothers or aunts and the authority of the parents in such cases counts for nothing. It has often been noticed that the behaviour of such pupils in schools is also very wayward and that they are not easily amenable to class discipline. They are a source of endless trouble to the helpless parents and to teachers, as well as to the other boys of the class. Any amount of appeal or advice given separately by teachers in the school and parents at home will only fall flat on such minds. The only effective way of dealing with the situation is to make the parent come to the school one day and in his presence and that of other boys, the teacher should point out to the boy his faults, remind him of his duty to his parents and his class and conclude with a serious warning that very severe punishment would be meted out to him in the presence of his parent and other pupils, if he should persist in such follies. Such a procedure has a telling effect, for the boy feels from his heart every word of reproach or threat uttered by the teacher in the presence of the parent and other pupils.

6. Lastly the parent must realise that the teacher is after all a human being like himself with his own weaknesses and merits and that the school itself like the family is a human institution. It is quite likely therefore that amidst his multifarious activities the teacher may occasionally err, and the school itself can only do its best, subject

to the limitations and handicaps under which it is working. The parent should understand these and try, as far as possible, to remove these obstacles and to improve the school. Moreover, the parent though he may be in the right, ought not at anytime to give vent to his feelings of contempt for or of dissatisfaction with the school or the teacher concerned in the presence of his boy. No misunderstandings or correspondence of an objectionable nature should come to the notice of the pupils, for they cut at the root of the respect, love and admiration that a pupil ought to have for his teacher and the school.

So far I have been referring to the part that parents have to play in helping the school work and in the home training of their children. This co-operation should be reciprocal. The teacher has a greater share of the responsibility in the training of his pupils. When once the parents resolve to do their part, it is the duty of the teachers to utilise the co-operation so extended to the best interests of the school and its pupils. Many of the knotty problems in school discipline and punishments can be easily solved by the teachers or the Headmaster, if they take parents into their confidence. Boys are occasionally guilty of such grave moral offences like stealing, copying, lying and forgery of leave applications and progress reports. Each school tries to meet the situation in its own way.

In our school we have tried the following experiment with a view to correcting such tendencies. We started with the idea, that though there might be irremediable intellectual and mental defects among school-children, no child is ever morally incorrigible. With this in view and considering on the

one hand the futility of corporal punishment and on the other the helplessness of the parents arising out of the sudden dismissal of their children from schools, we thought it was necessary for us to proceed on altogether different lines if we cared to make the boy morally sound without at the same time antagonising or displeasing the parent. Accordingly whenever a serious offence was brought to the notice of the headmaster, he at once sent word to the parent through the boy who had been temporarily suspended, asking him to go over to the school with his boy at as early a time as he would find it convenient. When the parent came to the school, the headmaster, the class-master and the parent talked to the boy. The scene can be visualised only by those who have witnessed it. You can see the subtle psychological forces at work as the mild persuasions and the gentle appeals of the headmaster to the nobler sentiments of the boy, to his duty to God, parent and himself bring repentant tears from the boy. Tears rush to the eyes of the repentant wrong-doer as words of threats, reproach and advice rouse tumultuous feelings in his breast. He is made to confess his past misdeeds and to solemnly bind himself with promises regarding his future conduct. With tears in his eyes, with words of confession and promise flowing out of his lips, the boy is made to prostrate before the picture of God and before the parent present. The boy is then commanded to go to his class with a final warning that he would be visited with very severe punishment if the parent or any teacher should happen to complain about his bad behaviour either at home or in school. A word of advice is also added that he should so conduct himself

thereafter that he should not only be a model to the other boys of the class but should also be a source of pride to his parents. The boy then retires meekly to his class. From that day his movements are watched by both the class-master and the parent separately and so far we have not heard of any repetition of misconduct on the part of such boys. The parents of such boys have expressed to us that this incident has wrought a thorough reformation in their boys' behaviour. Gentlemen, I have dealt with this phase of the subject at some length purposely to convince you that the success of our attempt is in a very great measure due to the presence of the parent and to some extent to the moral influence that the headmaster and the class teacher can bring to bear on their pupils. The parents of some truants have insisted on our caning their boys in their presence while some others, believing in their boy's words, have come to us in a fighting mood. But all of them have been so courteously treated and convinced of the truth, that they have returned home not only with feelings of perfect satisfaction but have also spoken endearingly of the school as 'our school'. Now look at this picture and on that! No doubt the heads of institutions are invested with enormous and usually unassailable powers. They have the giant's strength but is it fair to use it like a giant? To turn a boy out of doors suddenly or to flog him as if he were no better than a brute is a gross and unpardonable abuse of the power that one wields. It amounts to a criminal breach of trust, not a *de jure* but a *de facto* one for when once you admit a boy in your school, is there not an implied promise on your part that you would do your best to improve him? To

take shelter under the safe wings of vested authority and power instead of openly and honestly attempting to correct the erring child is a clear confession of one's incapacity.

The next matter that should receive the due attention of the teachers is the progress reports of pupils. It is the complaint of many a parent that the progress reports maintained in most of the schools are unsatisfactory in that they do not give them any information regarding the teacher's and the headmaster's impressions of the boy's behaviour, punctuality, special talents and participation in games and the debates of literary societies. So we have included these in our progress reports and some eminent educationists have spoken highly of these during their visit to our school. The remarks of the class-teacher and the headmaster have had a very good effect on our pupils. They are anxious that their teachers and their headmaster should think well of them and that at the same time nothing bad about them is brought to the notice of the parents. Such progress reports containing the necessary information provide an opportunity for the teachers and parents to compare notes and come to a common understanding regarding the improvement of the boys. In addition to this every teacher should note in a diary of his own his impressions about each of the forty boys in his class of which he is the class-master. These should be made known to the parents whenever necessary.

One of the ways of securing the love, goodwill and perfect co-operation of the parents is to invite them for some of the important functions in the school. The staff too as a body must respond to the invitation for marriages or other social functions which

it might occasionally receive from parents. A present given on such an occasion in the name of the school will catch the heart and imagination of both the pupil and his parent. Such mutual and occasional visits increase the social amenities between teachers and parents. Also if a boy of a particular class is absent for a long time due to ill-health, the class-master should go and see him. It would not only be a solace and encouragement to the suffering child but would also make the parent realise that the teacher loves his child as much as he does.

It would be well if every class-master finds time in the course of the year to pay at least one visit to each of his pupil's house in order to have some first-hand information regarding his home conditions.

In these days of communalism most of the schools have come to be affected by the prejudices that boys imbibe outside it. But I must say that in our institution where 80 per cent. of the pupils and their parents are non-Brahmins and almost all the teachers are Brahmins, there is perfect understanding and consensus of opinion among the pupils, parents and teachers. Even boys who are avowedly communal at home stand together in the school. It is due to several causes not the least of which are our methods of teaching religion with particular emphasis on the equality of men, mass prayer and worship and occasional socials in which inter-dining is possible. These measures have served to unite our boys in their love and service of our institution.

There is one other point in which the school can play the home to its pupils. This year we took our sixth form boys to two big shrines in the city on two holidays. All the masters and pupils dressed in truly Hindu

fashion as befitting the occasion, spent few hours in the sacred and holy presence of the Lord, worshipping and praying to Him and enjoying the inspiration derived therefrom. Parents have told us that these visits to the temples have made their boys love truth and God more than ever.

Any school rightly deserves to be called the '*Alma Mater*' of its pupils, if it shows that it has really got the mother heart behind all its actions. A mother, however poor she may be, would never like to see her children starve. We know that in every school there is an appreciable percentage of poor boys who starve throughout mid-day. In our school we have organised the Deena Bandhu Sangam which gives free mid-day meals to about fifty such boys. The expenses of this Sangam are borne entirely by rich parents and other charitably-disposed gentlemen.

In discussing the part played by the home and the school in the training of the young, we must also consider our duty to those pupils who are either homeless or quasi-homeless. I refer to the orphans and to those who live alone in the city away from their parents. The study, behaviour and attendance of such pupils have very often been noticed to be indifferent. Moreover at such a period in their life, with money in their pockets and nobody to control them the boys ought not to be left to themselves. The school ought to under-take the dual responsibility of the home and the school in such cases. To look after such boys we have got a small committee of 3 or 4 teachers who make a list of the names of such boys and correspond not only with their local guardians, if any, but also with their parents who are in the mofussil. In case there is

no near relative in the city, letters are written to the parent to convince him of the desirability of entrusting his boy to the care of the school. In response to these letters some parents have been pleased to send money-orders direct to the headmaster requesting him to take special care of their boys. For the amount thus received and spent on behalf of the boy regular accounts have been kept. The boy is under the personal supervision of the headmaster who knows where the boy lives and where he takes his meals.

In conclusion, let me reiterate the fact that parental co-operation in Education on the lines indicated in this essay should receive greater attention from all schools, considering especially the great moral good that results from it. Outwardly we judge the relative merits of schools by the percentage of passes that they are able to produce in any public examination but the real task of every school which cares for the welfare and progress of society lies in converting sinners into saints, be the number few. The task of converting at least two misbehaving

boys of each class to right ways of conduct is infinitely superior to the work of making several pass in an examination.

Apart from this moral value, in these days of mass movements and monster organisations, where numbers have their value, parental co-operation can do much to lend strength to our agitations and organisations. It is also essential that the parent class as citizens interested in the education of the future generations of the country must as a body interest itself in many of the burning educational problems of the day. Therefore let us wake up betimes and begin our task in enlisting the support and strength of this body of people by organising Parents Associations in every school so that there may very soon be quite a number of them functioning harmoniously, side by side with Teachers' Associations and together let us lay broad and deep the moral foundations of the rising generation so that as a result of our united endeavours the hope of our country may ere long blossom into the fulness of valiant manhood.

SEA SERENADE.

See how these waters, with a gentle kiss
Woo the rugged shore,
Stealing away like playful sprites
Only to come once more !

List how these waters, with a serenade,
Woo the shores day long,
Then, like wanton lovers, creep away
To die in music, and in song !

Leland J. Berry.

THE PILGRIMAGE

BY

Mr. N. K. Venkateswaran, Vanchiyoor, Trivandrum.

He was a boy considerably under ten years of age. His face was at least quite decisive about it. The day was dark with heavy intermittent rain. Like a swollen river the traffic upon the road appeared slow and haughtily sinister. The muffled motor-cars came and went irregularly, bearing dissolution to the little pools of water lying here and there on the road. They would have thought nothing of killing a little boy if he happened to be in their way. In fact the manner of their coming and going suggested that they were not markedly averse to human sacrifice. But he was picking his steps and looking about him as if he knew those motor-cars to their very souls.

Dressed in a little loin-cloth that had long outlived its normal time and holding a *cadjan* umbrella which more admitted than repulsed the rain he fumbled and felt his way in the main road of what was to him a new and tremendously big city. He now and then looked into the faces of impassive passers-by timidly muttering something as if making an inquiry which he wanted to say out as much as he wanted to suppress it and which in fact he could not by any means get out of his throat. But an industrious ear could have with some difficulty heard a certain question in that evanescent voice rising and fading on his lips. It was not a country foot-path on which everyone stops to talk with anybody he happens to meet and on which a simple humanity generally marks the steps of every wayfarer. It was a city road from which

human sympathies were wisely excluded for the collective good of man. Thus nobody knew what that solitary little boy was muttering and what he was looking into the faces of people for. Thus tugging a trembling purpose behind him and hesitating at every shop on the road-side and clutching the handle of the *cadjan* umbrella, that hovered above him like the hope of the earth arrested in its ultimate flight, for a support amidst the belligerent elements and indifferent, uncaring men, that little boy looked like a week-old nestling cast out from its nest into a howling storm.

He had navigated ten miles that morning launching his little purpose from his home under the eaves of the hills upon the trustless outside sea. Now that he had come in sight of destination his fragile bark seemed to have been caught in a shoal of hidden rocks.

He was a pupil in a primary school. It had threatened to expel him, and his parents had starved a day to give him his six annas to buy his text-book so that he might be saved from that calamity. One of the teachers often used to come to this very city where the reader could be had, the hundred-page ill-illustrated Vernacular Reader on the possession of which so absolutely depended the order of his cruel universe. But he would pay for it more than it cost and the six annas left him no margin, being its bare price. His father, a day labourer, must work in the field with his mother by his side before that educational fast could be

broken. He had thus come into the city to stave off the threatened expulsion and to save his universe from immediately going to smithereens.....

In this city, which had not so much as even looked at him for once, amidst the perils of rolling traffic and drifting men, that looked to him so alike, he presently began to feel a new misfortune rise within himself. And he had not yet any inkling where that precious primer was sold. This ignorance greatly accelerated the action of the new-risen danger on his destiny. Watching hunger taking advantage of his loneliness had invaded his being, imperiously asking him to see about something to stay his stomach. Eating-houses and coffee-clubs on either side of the road were pulling him as the earth pulls an aeroplane with an extinguished engine in the air.

He did struggle, young as he was, with that fierce monster within, the monster of which all mankind is most afraid, but before long he had bought a cupful of submission from the nearest coffee-shop, and there luckily they told him what he wanted to know. The primer was still in a place a

good mile off and thitherwards he went. And there, sure enough, was the book-shop, the shrine of his long pilgrimage. He saw it with delight in his heart, the gathered hoard of all his hopes, for many a day from which he would fain take that little book which could only save his world from disruption.

But they would not sell it for anything less than its price as the teacher would not buy it for anything that was not a little more. He had come to the town with no more nor less than it cost and he must go home now, navigate the same ten miles of sea backwards and await the imminent break-up of his destiny.....

Two days afterwards the little boy joined his father and mother in the field which gave them their daily bread. Within the school happy children chattered and said their lessons and got the customary cuts, which humanity has always received from its teachers, but he went out into the field to work with his father and mother when his universe came down in pieces after his unblessed pilgrimage, but he often wished that it had not fallen.....

"Education at present tends to take the youth away from their homes and their villages. It is the door to a life outside; It is an escape from the home life. And the result is that the education which was expected to provide a maintenance and nothing more is proving a delusion and is, as a matter of fact simply swelling the ranks of the unemployed."

The Right Reverend F. H. M. Waller, M. A.

TOPICS FROM PERIODICALS.

School Science.

(Extracts from the article of Mr. E. J. Holmyard on "School Science" that appeared in *Nature* of June 8, 1929).

Those in touch with educational circles have been aware for some time past of a growing dissatisfaction with the scope and treatment of school science. The report of the committee of the British Association upon science in school certificate examinations thus comes at an opportune moment, and will be welcomed by all who realise the difficulties of the present position. It is an easy matter to prove to the root of the widespread feeling that all is not well with science in the schools, but at bottom there seems to be a conflict between utilitarian and aesthetic ideals. Many teachers, recognising that the majority of their pupils will have to work hard for a living, feel that they must be given instruction of immediate practical value; others emphasize the importance of training young people to appreciate to the full the serene joys of the intellectual life. These two aims are not necessarily incompatible, and their reconciliation might be effected with reasonable ease, were not the situation rendered almost hopelessly rigid by the incubus of examination.....the disastrous result of a comprehensive yet stereotyped examination system has been to stifle originality in teaching, and to raise the list of examination successes into a fearful idol, to be at once worshipped and dreaded. The effect upon science has been particularly devastating, owing to special circumstances. Science is a comparative new-comer to the school curriculum, and a mere half century's experience has proved insufficient to enable teachers to work out the most suitable and efficient means of teaching it. Yet while still in this immature state, school science is becoming petrified by examination requirements and the evil habit of cramming is likely to establish itself firmly unless immediate steps are taken to prevent the catastrophe.

The committee not only points out the danger, but makes valuable suggestions for avoiding it. It favours a scheme whereby schools may arrange their own plan of work, and examine their own pupils in association with independent boards of assessors. Such a scheme is already in operation in certain technical schools, where a national certificate is awarded under the joint supervision of the Board of Education and the institution of mechanical engineers; and a similar scheme has been adopted by the University of

London for the examination of the twenty two training colleges allotted to it. If a system of this kind were generally adopted, with adequate safeguards, teachers would have more freedom to elaborate methods and courses of work suited to particular needs, and school science would have the opportunity of advancing on the lines of true culture.

Present conditions are responsible for a further regrettable tendency in elementary science teaching, namely a concentration upon formal chemistry, Physics and to a less extent principally in girls' schools, botany. Although something may be said for such a study at the stage of the higher certificate, it is very doubtful whether boys and girls of 14 to 16 really derive any great permanent benefit from a dilute form of academic science. The "theory" of chemistry and physics, and even of Botany, is in fact not appropriate to the general education of the middle school. A few bright pupils may benefit but teachers and examiners alike realise that most of the candidates are drowned in a boundless sea of definitions, laws, and hypotheses, of a depth to them unfathomable.

Still another conspicuous defect in school science is the infrequency with which biology forms a part of the regular routine. What ever we may regard as the primary aims of teaching science to boys and girls, we must certainly include among them that of imparting an elementary knowledge of the phenomena of life. It is therefore extremely disconcerting to find that many, if not most, of our children may pass through the schools without receiving any instruction in biology.

Even those teachers, however, who most strongly urge the utilitarian aims agree that science, as part of a general education should do more than impart useful information. There is in fact an almost universal feeling that the aesthetic side of science is the most vital, but opinions differ as to the degree and manner in which this aspect has to be emphasized.....

.....There are again those teachers who strive "to make science easy", and in doing so run dangerously near the border line of insipidity; scientific facts, as such, are of no greater educational worth than the date of Waterloo or the names of Henry VIII's wives. To know how an electric bell works is not necessarily to

be educated. It is seductively attractive to make one's science course a series of superficial explanations of devices and phenomena, and to imagine that one is revealing the beauties of nature.

This has been the chief criticism levelled at "everyday science", "science for all", or "general science"; but it is a criticism easily disposed of, since it rests upon a misunderstanding. The advocates of general science have been envisaged as those who would replace the very real (if limited) benefits of formal science by the illusory returns of a shallow swatting. Nothing could be farther from the truth. "General science" as interpreted by the committee, is an attempt to make children see science steadily and to see it whole; to enable them to assimilate scientific principles and scientific method by late scientific principles and scientific method by a consideration of phenomena from the point of view of every relevant branch of science; and to increase their capacity for intellectual pleasure by opening to them the inexhaustible treasures which science discovers in the world of every day life.....

Unfortunately "general science" has to face two extremely serious perils. The first is that it can so easily be transformed into a grotesque caricature, becoming indeed the smattering which it strives to avoid. The second is that it is incomparably more difficult to teach than the formal chemistry or physics or Botany at present in vogue. If it is to achieve its purpose, the first essential is to dispel the notion that general science is a soft option, to be welcomed for the sake of weaker candidates, but otherwise to be disparaged. This difficulty in teaching will, we fear, be very troublesome to overcome, but examining bodies may do something by encouraging schools to take general science, and by allowing a wide choice of questions in the papers.

Specialisation at the later stage that of the Higher certificate, is probably inevitable. Yet we admit surprise at the qualified blessing which the committee gives to the Higher certificate examination, for we cannot bring ourselves to believe that it is good for boys and girls of 16-18 to devote three-quarters of their school time to the study of only two or three special subjects. We should like to see a broader basis for the examination with a less intensive treatment. Similar remarks apply to the university scholarship examinations, which demand what is practically degree knowledge from the candidates, and do more to sophisticate adolescent education than any other single factor.

An Experiment in School organisation.

Geoffrey Hoyland, in an interesting article contributed to the April No. of the *Journal of Education* gives an account of the experiment that he has been conducting for the past eight years successfully. We are sure his methods are worth trying in many of our schools, where the problem of discipline is getting to be increasingly difficult of solution. Mr. Hoyland concerned himself with three problems. They are: (1) How to capture the co operative team spirit for school work as well as games, and how to get rid of the old idea of "Masters versus boys". (2) How to secure a healthy public opinion on such matters as punctuality, cleanliness, and good manners without encouraging priggishness or resorting to nagging and endless petty punishments; also how to ensure that serious moral disorders shall come quickly to the light without undue prying and spying; (3) How to secure that more than a very few boys shall enjoy and benefit from the most valuable educational experience given by responsibility and leadership.

Mr. Hoyland writes: "The key to all three problems has been found in the organisation of the school on scout lines." But scouting, it will be conceded by all, is designed essentially for those boys who have a lot of spare time and who do not know how to spend their spare time. During term time, the school boy has a lot of 'prep' to make with no spare time at all. To introduce for him all the Badge work that is, quite rightly, an important part of proper scouting is to crowd still further an already over crowded programme; Mr. Hoyland writes: The organisation of the scouts was therefore borrowed and adapted without the 'trimmings': "The school became the 'Tribe', and was divided into six 'Packs' of eight boys each commanded by a leader and his second.....The leaders, who have certain privileges and wear a distinguishing tie, together with the four or five members of the teaching staff form the Tribe Council, which is the heart and soul of the constitution. It meets weekly or oftener, and its meetings are secret. All its members are pledged to mutual support and uncompromising loyalty to one another and the tribe. It discusses a great many of the matter, small and great, which are usually the subject of a Headmaster's 'Ukase'.....All are brought up.....discussed and a decision arrived at which is either posted over the initials of the Tribe leader or, is handed on to each 'pack' by its leader at a Pack meeting.....After the Tribe Council each leader talks the matter over with his second and secures the co operation before passing orders on to his pack."

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With a view to increase the standard of school work, Mr. Hoyland has introduced a system of awarding marks: "The average mark of a boy of each pack is worked out and a system of rewards arranged; such as 'Leader day,' 'Nine penny day' etc. Withdrawing, 'a point' from the score when a boy is late, is dirty or is to be stood up for bad manners and awarding an extra point to the pack which shows a clean sheet in this respect, is a good stimulus for boys to be punctual and clean. The whole standard of work and conduct rose greatly as a result of this arrangement. A boy is no longer working for his own hand against his neighbour but for the honour of his *Pack* and *Tribe*..... The effect of this seemingly complicated system is undoubtedly that both good work and good manners have become matters of public opinion.....

"Every pack is on duty for a week, with the leader in command. He knows what has to be done and distributes the duties among his pack. He or his deputy takes all parades, and callovers sees to a certain amount of locking up, rings all bells, and keeps the list of lateness. The Pack has also certain public services, entrusted to it for the week." On these occasions the members of the pack will often get a turn for command. "Every one does it in his turn... It is in this way that the third of the problem finds its solution. Every boy of twelve, even if he is not a leader or second gets his moments of command and his taste of authority. Every one gets it and so none are spoiled by it.

"Finally, there is the moral tone. The leaders have this in their hands and it is for the headmaster to see that they take their work seriously."

Writing on the success of the scheme, Mr. Hoyland says, "As a help towards the solution of our three primary problems, it has certainly succeeded triumphantly, and whatever its defects may be it has made possible an extraordinarily frank and mutually appreciative relationship between boys and staff, and between big boys and little boys."

Physical Education: Its Significance and its aims.

Mr. H. C. Buck, M writing on this subject in the current *Youngmen of India, Burma and Ceylon* as the aims of Physical Education

(1) The promotion of organic development and

- (a) To conserve health.
- (b) To provide a fair degree of strength and endurance.
- (c) To secure an erect and self-respecting carriage of the body.
- (d) To develop the neuro muscular control required for prompt and accurate response and graceful and effective movement.
- (e) To develop vitality or organic vigour.

(2) The development of qualities relating to Society.

- (a) Acquisition of habits of obedience, subordination, reverence, self-sacrifice, co-operation, friendliness, respect.
- (b) Loyalty; Patriotism.
- (c) Capacity for leadership.
- (d) Proper spirit toward victory and defeat.
- (e) Spirit of Fair play: sportsmanship; civic Pride and Honesty.

(3) The development of these qualities directly related to the individual and indirectly related to the community, qualities which have a mental and moral value and are derived from active games and athletics properly supervised: self confidence, self control, mental and moral poise, good spirit, alertness, resourcefulness, decision, perseverance, courage, aggressiveness, initiative

(4) The fostering in youth of an intelligent and healthful interest that shall lead to the lifelong practice of such forms of active exercise as favour a continued high level of Physical efficiency and of stimulating social contact; In other words, regular habits of suitable exercise and play.

(5) The instruction of the science of health, the means by which it may be secured, and the formation in early life of those habits tending towards its conservation.

Some Tests of a strong Association (by A. L. Mould, of Pitts burgh, at the city, General Secretaries conference Chicago, May 1927, outlined by E. D. O.)

The current Number of the *Youngmen of India, Burma and Ceylon* has the following 'Twelve Tests of a strong association and is taken from The Canadian News Bulletin.

1. By the use of its facilities.
2. By the type of Boys and Men it attracts.
3. By its business methods.
4. By the condition of its equipment.
5. By the extent of its concern,

6. By the service rendered.
7. By its relationship to the Brotherhood.
8. By its employed officers.
9. By the spirit that prevails.
10. By the way it wins adherents.
11. By its willingness to venture.
12. By its emphasis or purpose.

Raising of the School Age.

A correspondent writes in the Times Educational Supplement 13th July 1929.

It may be urged that since the emergency which has brought the question to the front at the present time is that of unemployment and not education. Education authorities while undertaking to the best of their ability any duties which may be assigned to them, should rule it out of consideration until the Government had come to some decision.... Education has suffered too much in the past from a tendency to regard itself as a separate question divorced from the life of the nation outside, and it has, in fact, always gained in reputation and esteem whenever it has linked itself to great national movements. It is being represented that unemployment is a crisis comparable with that of the war, and is certain that despite temporary inconveniences and in many cases real loss, the readiness with which the education service lent itself to the demands of the war has largely contributed towards giving to it the position of increasing importance in the national life which it has held since the war. It may not be for the educationist to determine the realities of the emergency, but once that is granted it is reasonable to expect that a readiness to place the whole education service as a contribution to its solution will result in a real quickening of educational life.

THE ROYAL SOCIETY OF TEACHERS.

A New Charter.

The following para appeared in "The Times" in mail week:

The announcement that "the King had been pleased to command that the Society of Teachers should henceforth be known as the Royal Society of Teachers" followed a meeting of the Teachers Registration Council at which its chairman, Lord Gorell, had outlined the steps leading to such recognition. This new Royal Society has for its members the 76,000 teachers whose names appear upon the register drawn up and controlled

led by the Teachers' Registration Council. In addition, there are, and will continue to be, a number of associate members, who, having provisionally registered at the end of their course of training, have yet to complete the period of one academic year of whole time teaching, or of three academic years of part-time, though the latter period may be varied in accordance with the total amount of time devoted to actual teaching. It is further proposed that the council shall be authorized to elect from among the members of the society not more than 100 Fellows, chosen on the ground of their eminence as teachers. This last is the new feature in its membership; the council of 44, elected in accordance with the Order in Council of December, 1926, will continue to be the governing body.

The Society itself is catholic in its membership. Of the 79,000 teachers who have sought registration since the register in its present form was reconstituted in 1912, nearly 46,000 were in elementary schools, and nearly 21,000 have been teachers in secondary schools. The next largest group consists of 10 categories of specialist teachers, together with private teachers, who comprise over 2,000 while 367 teachers in Universities seek to atone by their eminence for their scarcity. Since each of these groups is represented upon the governing council by 11 members, the basis of representation varies from one in over 4,000 for the teachers in primary schools to one in 33 for those in universities.

Commenting on this "The Times Educational Supplement" write editorially:—

The registration of teachers is a subject that goes back far into the Middle Ages and has given rise from time to time to bitter struggles on the part of those who desired to teach and were opposed by those who had acquired the right to issue licences. The possible difficulties that faced definite State intervention in education in 1870 seemed to make it impossible to impose any system of license; but in 1907 an Act was passed in which authority was given for the establishment of a Council empowered to form and keep a register of teachers. For many years before this date efforts had been made to create a register, and in fact one was created that failed to meet the conception of a unified and united profession. For five years after the Act of 1907 earnest discussion of the whole position was undertaken and in July, 1912, a Council met and by the end of 1913 the conditions were drafted which should govern admission to the Register. In these columns on December 2, 1913, a hearty welcome was accorded to the new movement. The compilation of the present Register

began in January, 1914. Despite the cloud of war, the Teachers' Register prospered, and in May, 1920 there were 40,000 teachers on the Register out of about 110,000 registrable teachers in England and Wales. On December 12, 1926, a new Constitution was granted by an Order in Council, and by that date nearly 75,000 had been admitted to registration. Now a further stage has been reached by the announcement that the King, as in the case long ago of the medical profession, has commanded that the body of persons on the Register shall henceforth be known as the Royal Society of Teachers. Here is a fit and gratifying recognition of the work of the Council, and not least of the unremitting labours of Mr. Frank Roscoe, the Secretary of the Registration Council, and of the efforts of Lord Gorell, the President of the Society.

It is not unfitting at this time to emphasise the fact that new honours involve new responsibility. 'Noblesse oblige' is the note of any great and organised profession. There are now some 75,000 members of the Royal Society of Teachers, and that is a substantial number, but it does not cover the teaching field. The universities, and even the secondary schools, are not well represented, and it is probable that the actual membership of the Society does not include more than one third of those who are practising the arduous art or science of teaching. This is not recalled with the intention of depreciating the admirable work of the Registration Council during the fifteen years that have elapsed since the Register was first opened. It is remarkable that so many teachers have been drawn in. But if the standard of the profession

is to become a standard comparable with that of the clerical, legal, and medical professions, the *licentia docendi* must become a reality. No doubt there are great difficulties with respect to uncertificated teachers and still more difficulties in regard to private teachers and tutors; but difficulties are made to be overcome, and the Teachers' Register must eventually be the means of ejecting from the teaching profession all unfit teachers. The historical difficulties in the matter of the licence to teach were in the main religious difficulties. There was no question of lack of good teachers in, let us say, the early seventeenth century. The universities were pouring out competent scholars every year who sought either holy orders or the teaching profession, or both. The difficulty then was that of religion. The difficulty to day is the capacity to teach and the learning that must underlie the capacity. No one in his senses would object to a system of registration that would limit the teaching profession to those who could show due teaching credentials. But in fact there are thousands of so-called teachers who could not be placed on the Register. The time is surely approaching when teaching will be undertaken only by those who have a licence to teach from the Council of the Royal Society of Teachers. The task of creating tests universally regarded as just and fair to apply to all teachers will be a difficult one, but in this task the Council will no doubt have the co-operation of the Board of Education, the local authorities, and the great associations of teachers. The result to be aimed at is the elimination of the unfit in all fields of education.

(From the *Hindu*.)

The greatest enemy of education is the examination system and it is a most invidious and unscrupulous enemy because it fights its battles in the name of education itself.

An overloaded curriculum must be the death of real education.

N. K. Venkateswaran.

NEWS AND NOTES

Ten Commandments of Physical Education.

The following Ten Commandments are taken from the "New Physical Education" by Wood and Cassidy.

- 1. The theory and practice in Physical Education shall not be static and standardised but shall conform to the universal law of evolution. It shall be in a state of constant growth and development.
- 2. Physical education in any given country shall be appropriate to the nature of the people and planned to meet their racial, national, communal and individual needs.
- 3. Physical educators shall constantly test their theory and practice by the criteria of modern accepted scientific knowledge and general educational principles. They shall be open-minded and ready to discard all useless forms, and incorporate modern scientific practices.
- 4. Physical education shall consider the child as a unified whole of mental, moral and physical qualities and shall provide for the optimum development of all these through the activities furnished.
- 5. Physical education shall provide activities which satisfy the instinctive tendencies of the growing child, the instincts which Nature has given the individual that normal growth at human powers may result, the instincts favourable to the progress of Society and the race.
- 6. Physical education shall aim to make its complete contribution to the education of the child for full participation in worthy citizenship.
- 7. The type of Physical education which seeks to give a full and worth while experience to the individual during childhood, which will

lead to worthy adult citizenship, must do so by providing situations in which the child will find the socially valuable responses satisfying. This rules out excessive emphasis on formal and artificial activities where blind, unthinking obedience is the approved method and the desired result.

8. Physical education activities shall be so presented to the child that a superior type of reflective thinking takes place.

9. Physical education shall develop attitudes and habits of good sportsmanship, good bearing, and positive health. These are logical concomitants and outgrowths of naturalised activity.

10. Physical education shall make service for others so satisfying that it becomes a habit in childhood and grows into fullest expression in adult life. To this end the individual shall be encouraged to work for the good of the group and in this way come to realize that the fullest self-expression and highest satisfaction result from social service.

THE PROGRESS OF VERNACULARISATION.

The following statistics have been taken from the annual reports of the Office of the Commissioner for Government examinations, with a view to place before the teachers of this presidency the progress that is being made in the matter of vernacularisation. The first set of pupils who sat for the S. S. L. C. and who answered their papers in the vernacular, came up in the year 1926. Only two schools chose to prepare their boys for the examination in the vernacular and there were 32 candidates as shown in the following list:—

Name of the Schools.	Subjects.	Vernacular chosen.	Number.
1. National High School, Adayar	Ele. Math.	Tamil	1
		Telugu	2
2. Victoria High School, Papanasam	History	Tamil	2
	History	Tamil	20
	Chemistry	Do.	7
Total			32

In the year 1927, nine schools took up vernacularisation in such varied subjects as Mathematics, History, Physics, Chemistry, Botany and Domestic Science. The author is a big supporter of vernacularisation and is of opinion on the

Names of the Schools.	Subjects	Vernacular chosen.	Number of pupils
1 Municipal High School, Chicacole ...	History	... Telugu	... 24
2 Basara, Rajahs' High School, Punganur.	Ele. Math.	... Do.	... 6
3 Ramakrishna Mission High School, Mylapore.	History	... Do.	... 2
4 National Theosophical High School, Adayar.	Ele. Math.	... Tamil	... 16
5 Native High School, Kumbakonam ...	History	... Kanarese	... 1
6 Victoria High School, Papanasam ...	History	... Tamil	... 4
	Physics	... Do.	... 21
	Chemistry	... Do.	... 41
	Domestic Science.	... Do.	... 8
7 Sarah Tucker, Secondary School for Girls, Palamcottah.	Chemistry	... Do.	... 3
8 High School, Gopalasamudram ...	Domestic Science.	... Do.	... 18
	History	... Do.	... 6
	Botany	... Do.	... 2
	Chemistry	... Do.	... 12
9 High School, Pattamadai ...	Ele. Mathe.	... Do.	... 42
Total ...			206

The report for 1928 says that the number of schools which took up vernacularisation increased from 9 to 19 with a corresponding increase in the number of pupils. The data for 1929 is not yet out, but it is said that there were more than 400 papers answered in the vernacular.

A glance at the above statistics would reveal to any one, how rapid a progress vernacularisation is making in our presidency during the last 4 years, and this against the strong prejudices of those who stand for English medium and University course. It is indeed bound to progress at a still more rapid rate in future, for English and University course are intended only for a few and very capable pupils and for them the medium of instruction is less important; they fare well any way. There is no use of sending third rate and fourth rate pupils to our colleges. They would be well advised to take up the vernacular medium and secure a sure and easy pass in the S. S. L. C. Both the teachers and the taught who are working at it, are benefited by it. The pupils easily understand whatever they are told and the teachers feel it less difficult to explain anything. The records of the pupils contain less number of mistakes. There are not to be found so many grammatical or spelling mistakes, as would be found when the answers are written in English.

Therefore the work of correcting the pupils is less troublesome. The number of errors also becomes greater. Where our difficulty is in the matter of examination in correct English and where we require the command of a

foreign language like English. But it is in the power of almost all to get a good command of one's own mother tongue. It is no wonder therefore that there are more passes when the answers are written in the vernacular than in English especially in the informational subjects.

K. S. SUBRAHMANYA AYYAR, B.A., L.T.,
Teacher's College, Saidapet.

Teachers' bold stand against low salaries.

"At a special Meeting of the Prince Edward Island Teachers' Federation held March 22—the largest meeting of the Federation on record—it was decided," writes Mr. M. J. Caldwell, Secretary-Treasurer, Canadian Teachers' Federation in the current issue of the Bulletin of the World Federation of Education Associations, "with only seven dissenting votes out of about five hundred not to resume teaching after Easter unless satisfactory arrangements for increased salaries were made with the Government before that time. Teachers' salaries in this province have been the lowest in Canada and the Federation's continued agitation and previous attempts at negotiations with the Government have failed, the latter claiming shortage of funds."

After some further opposition following this threatened action by the teachers, the Government agreed to appoint an Independent Commission... to investigate the matter. The Federation Executive then instructed the teachers to resume their work on Wednesday after Easter.

ration Executive then instructed the teachers to resume their work on Wednesday after Easter.

The Canadian Teachers' Federation very actively encouraged the Prince Edward Island teachers, including in their support a wire from President Charles W. Laidlaw to Premier Saunders of the Island, urging arbitration of differences as the means of securing justice and

pointing to its successful use in other Canadian provinces in settling similar disputes in the past. Other provincial organisations endorsed the stand taken by the P. E. I. Federation and a flood of publicity was given the matter. It is hoped that the teaching body of Prince Edward Island will receive more adequate financial compensation after the Independent Commission presents its report."

OUR ASSOCIATIONS

The North Arcot District Teachers' Guild.

The Annual Meeting of the North Arcot District Teachers' Guild was held in the Cobb Memorial Hall at Vellore on the 27th July 1929. About 60 delegates from the several affiliated associations were present. The report of the working of the guild for the last year was presented by the secretary and approved. The finances of the Guild seem to be very poor, their anticipated receipts for the year 1928-29 come to rupees eighty only barely sufficient to meet the running expenses of the Guild.

Mr. E. M. Jesudasan, Principal, Danish Mission High School, Tiruvannamalai, was elected President of the Guild; Mr. T. K. Sundaresa Aiyar, of the Municipal High School, Tiruvannamalai, was elected secretary. The office of the Guild will hereafter be at Tiruvannamalai.

Among the resolutions passed are the following:—

1. Resolved that Government be requested to abolish the invidious system of giving special teaching grants only to schools which make contributions to draw such grants, and to introduce instead, standard scales for all grades, fixing the minimum and the maximum and that such schools as introduce the standard scales be given special treatment in the allotment of grants so as to enable them to bear the additional cost.

2. Resolved to recommend to the S. S. L. C. Board that the new Syllabus in Elementary Science, History and Geography be lightened.

3. Resolved that the S. S. L. C. Board be requested to set two papers one of 2 hours in Physical science and the other of 1 hour in natural science.

4. Resolved that this Guild regrets that Provident Fund has not yet been instituted for

the benefit of Teachers in the Municipal High School, Tiruvannamalai, and requests the District Educational Officer, North Arcot, to urge the management of the said school to institute Provident Fund.

The Guild then discussed three papers:— (1) *School, and Public examination* by E. M. Jesudasan, (2) *My message to the Teaching World* by K. Vaidyanatha Iyer, (3) *The physique of our boys and the Beasley Committee recommendations* by V. R. Krishnaswami Aiyangar.

The Madras Teachers' Guild.

The 34th Annual Meeting of the Madras Teachers' Guild was held on the 10th August 1929 at the Hindu Theological High School. The members of the Masters' Association of the Hindu Theological High School were 'at Home' to the members. Nearly 300 Teachers were present. Mr. P. A. Subramania Aiyar, President of the Guild, occupied the chair.

After an interesting programme of music and recitations. Mr. K. Rangaswami Iyengar, B.A., B.L., L.T., Headmaster of the Hindu Theological High School, welcomed the members in a short speech. He said that Teachers must assert their individuality, consolidate their resources and make the Madras Guild a power in South India.

Mr. P. A. Subramania Iyer, in opening the proceedings of the day, thanked the hosts for the very generous entertainment, and advised the members not to place much faith on help from Government or even the public. He exhorted them to try to help themselves to the very best of their ability. He wanted teachers to sink their differences and said that if the staff of a school would learn to work as one man, a great deal of good might be done. In this connection he instanced the 'Book Depot' conducted by the master's association in his school, viz. The Hindu High School, Triplicane. He made an eloquent appeal to the teachers present

to become members of the Protection Fund organised by the S. I. T. U. and to enrol themselves as members of the Reception Committee of the 5th Session of the All India Federation of Teachers' Associations to be held in Madras during Christmas week.

The Secretaries then presented the annual report. The strength of the Guild is 403, an increase of 30 members over last year's strength. The Council met 10 times in the year and concentrated its attention on the proposed revision of the S. S. L. C. Scheme. The different sections have maintained their usual activity; the geography section had arranged for a course of six lectures in geography. The financial position continues to be satisfactory. The guild has nearly Rs. 3,000 to its credit earmarked for the Building Fund. The Council is on the look out for a suitable site and to this effect a sub-committee has been appointed. A noteworthy

feature of this year's work is the re-organisation of the Library. An honorary librarian was in charge of this work, and thanks to his efforts, it is now brought to working order.

The Report was adopted and the meeting proceeded to elect its office-bearers for the year. Mr. P. A. Subramania Iyer was re-elected President. Messrs M. S. Sabesan and V. Rangaswamy were re-elected secretaries.

The Ramnad District Teachers' Guild.

Karaikudi has been chosen as the headquarters of the guild that for coming year. The address for correspondence will be :—

The Secretaries, Ramnad District Teachers' Guild, S. M. S. Vidhyalaya,

Karaikudi.

A GHOST SONG

When mournful sounds
Sweep o'er the grounds
Of Castle, Hall and Keep,
Watch-dogs bark
At the shadowy dark
And folk stir in their sleep.

Whilst grinning shapes,
Like skeleton apes,
That once were women and men;
Rise up from the ground
With a mournful sound
And fly away over the fen.

At early dawn
The dark graves yawn
Demanding back their dead,
Then ghostly cries
Alarm the skies
From every skeleton head.

But to their graves
These Churchyard slaves
Steal back 'ere night is thro'
And at cock-crow I
Stand quietly by
Alone in the dawn and the dew!

LELAND J. BERRY.

EDITORIAL

Local Self-Government.

The administration of local bodies has frequently been adversely commented upon by the Government. Those who are interested in the progress of local Self-Government on right lines will be pained to see that the welfare of the public happens to be neglected owing to the existence of a factious spirit in local bodies. There is considerable dissatisfaction with the way in which the local bodies manage the affairs of schools under their control. The authorities could not have been unaware of the injustice done to headmasters and other teachers in certain schools, and the Director of Public Instruction had written strongly on the tendency on the part of the local bodies to interfere with the internal management of the school. We are now beginning to hear that the salaries are kept in arrears. We are thankful to Mr. Karant, M. L. C., for bringing to the notice of the Government the non-payment of salaries of teachers in a board school. He put a question at the meeting of the Legislative Council held on the 10th of August requesting the Hon'ble Minister for Education to state.

(a. Whether it is a fact that in the Kasargod Taluk Board the pay of school masters is not promptly given but is allowed to fall into arrears from time to time; (b) whether in this matter all are not treated alike but some are paid early and others late, and (c) whether Government propose to enquire into this matter and take steps to prevent such delays and discrimination and how?

The Government have answered that a report has been called for in the matter.

This question should not be lightly treated as one of local importance. Delay in the payment of salaries is rather common among

aided-schools and we are now having instances of a few local bodies which are reported to be irregular in paying salaries. Government should be interested in the education of all children, wherever they may happen to receive instruction. We appeal to the Hon'ble member to continue to heckle the Minister until a satisfactory solution is found. We do not know how long this state of affairs will be allowed to continue to the detriment of education.

A heavy responsibility rests on the shoulders of public men in whose hands the administration of local bodies is placed. Any slackness or indifference on their part will bring the administration of the local body into contempt, and instances of failure in the sphere of local self-Government will be referred to as pointing to our incapacity to manage public affairs. We hope our leaders will understand aright the nature of the trust reposed in them and will, in the management of the local bodies, be animated by a high sense of duty so that their administration may inspire confidence.

Education in the Legislative Council:—

The following question was put by Mr. A. J. Saldhana M. L. C., at the meeting of the Legislative Council held on the 8th of August.

Q.—Will the Hon. the Minister for Education be pleased (i) to place before the Council

(a) the rules made by Government as to the Educational and training and other qualifications required for the appointments of District Educational Officers; and

(b) a statement showing the names of persons appointed as District Educational Officers in the years 1927, 1928, 1929 (up-to-date) with their religion, race, caste, antecedents, previous service (if

any), qualifications as to educational attainments and training for teaching; and (ii) to state whether Government contemplate making any rules in connection with the proposed re-organisation of the superior services, if no such rules as are referred to in Clause (a) have been made?

A.—i (a) and (ii) The framing of rules for recruitment to the superior Educational services is under the consideration of the Government.

(i) (b) The information can be obtained from quarterly lists of gazetted officers in the educational department.

No one would have expected the Government to place all or any of its cards on the table. The Hon'ble Member who put this question would have merely intended to bring to the notice of the Government the general feeling of disappointment with regard to the recruitment of District Educational Officers in recent years. It will be difficult even for government to convince the public that the selection is the best that can be expected under the existing circumstances. It is unfortunate that the impression should have been created in the minds of the public that the inspectorate has come to be regarded more or less as a dumping ground. The Government have been recruiting a fairly large number of officers recently for the inspectorate, and we are amused to learn that the rules for recruitment are still under consideration. Other countries have begun to recognise that the work assigned to the inspecting officer is very onerous and we understand that in America special qualifications are often insisted on. We shall be glad to be told that our inspecting officers have been tried and not been found wanting. The real interests of education can never be promoted, unless persons who are appointed as inspecting officers, have gained adequate teaching experience and become acquainted with the requirements of schools. The work of the

District Educational Officer is not one of merely filling up the columns in the prescribed form. He is an important link in the chain of the educational system and it is his initiative and guidance that will determine the rate of progress in the elementary as well as secondary education.

He is eminently fitted to induce on the one hand the private management and local bodies to bear their responsibility in respect of education, and on the other, to point to the Government the failure and collapse of the educational system if it should prefer to follow a shortsighted cheeseparing policy in its financial relation with the managing bodies. Let us hope that all the different aspects of the question will be borne in mind whenever officers have to be recruited for the inspectorate.

* * *

Vernacularisation Again!!

It is difficult to convince those who refuse to be convinced. We stated in an earlier issue that an attempt had been made in the Model School, Teachers' College, Saidapet, to adopt the vernacular as the medium of instruction in non-language subjects. We hoped that the experiment would be continued in the higher forms and that other schools would be induced to follow the example of the Model School. We understand that, for reasons which are not clear to us, the authorities of the Model School have decided to stick to English as the medium of instruction. So far as we can see, we do not think any new circumstance has arisen which necessitates a sudden change of front. We do not know whether the authorities of the Model School abandoned the original idea because they feared they would be the only institution employing the vernacular

medium. There are as many as 55 schools which have been teaching the non-language subjects in the vernacular and whose pupils have taken advantage of the permission to answer the S. S. L. C. papers in the vernacular. We give elsewhere a short note giving the progress made so far in vernacularisation kindly prepared for us by Mr. K. S. Subramania Aiyar. The experience of such schools goes to prove that they do not suffer in comparison with other schools where English continues to be the medium. The arguments of the opponents may be stated briefly as follows: (1) The pupils who are trained in the vernacular may not be preferred for posts in the Government service; (2) they will find it difficult to get admission into colleges; (3) they will not be able to cope with the work in the university classes, and; (4) vernacularisation should be begun in the university class. These arguments are, we regret to state, not quite convincing. There is no rule which disqualifies a candidate in question for Government service or for admission to the university class. We contend that, under the changed conditions, an intensive study of English is certainly possible, and that students will be better able to follow the lectures in the university classes. The last argument is no argument at all and secondary schools which cater to the needs of a large number of pupils are expected to maintain an individuality of their own. We understand that the authorities of the Model School tried to consult the wishes of parents. The parents, we are told, were not keen on having the vernacular medium. Very few parents there are, who have thought out clearly this question and who can therefore be expected to express

an opinion in this matter. What is uppermost in the minds of most parents is that their boys should come out successful. Will the authorities of the Model School consult the parents as to whether physics and elementary mathematics should be taught or as to whether 35 per cent in each of the subjects may be fixed? We can easily anticipate what the answer will be. There are certain questions which have to be decided on their merits. There is no doubt that, by insisting on the medium of English, the progress, which it is possible for a large number of pupils to make, is retarded. If only the parents be told plainly that the vernacular medium enables the pupil to make good progress, they will give an unequivocal reply: The fears of the Kistna District Teachers' Guild that the vernacular medium will be detrimental to the interest of the pupil are groundless. Entrance into the public service is equally open to all eligible candidates and it is found by experience that a larger number of pupils will become eligible if they be trained in the vernacular medium. Those who oppose the vernacular medium are the persons who stand in the way of a large number of boys qualifying themselves for public service or for admission into college classes. We can appreciate the position of those who are opposed to the vernacularisation root and branch. What should we think of individuals who, while professing sympathy, are anxious to find specious arguments for maintaining an unnatural position? There is a section of thinking men who feel that the Government should make the vernacular medium compulsory. There is some force in this argument and we shall certainly advocate it if it were not for the

otion. The incident has unfortunately and to other cases of this nature so that caused a great perturbation among teachers he may be in a position to take such steps in aided schools. We invite the attention as will ensure for teachers a reasonable of the Director of Public Instruction to this sense of security of tenure of their posts.

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

List of Members—(continued.)

Reg. No.	Name.	Designation.	Place.
313	Mr. A. R. Kreetaram Raju	Asst. Board Middle School	Kaveripetam.
314	„ S. Krishna Rau, B.A., L.T.	Math. Asst. Board High School	Kavali.
315	„ N. Rajaratnam	Asst. Kellett High School	Triplicane.
316	„ K. I. Chacko	Histy. Asst., Wardlaw High School.	Bellary.
317	„ A. S. Kuppuswamy Iyengar	Asst. Maha Jana High School	Erode.
318	„ K. R. Venkataseshan B.A., L.T.	Math. Asst. Sri Sankar Vidyasala.	Kodumudi.
319	„ K. T. Krishnaswamy Iyengar, M.A.	Prof. of English, Theosophical College.	Madanapalle
320	„ H. Sundar Rau, B.A.	Lect. in English, Theosophical College.	„
321	„ R. Ramachandra Rau, B.A., L.T.	Histy. Asst. Theosophical High School.	„
322	„ S. Krishnamachari B.A., L.T.	Math. Asst., Theosophical High School.	„
323	„ T. A. Rama Iyer, B.A., L.T.	Natural Sc. Asst., Theosophical College.	„
324	„ G. Gundu Rau, B.A., B.T.	Asst. Theosophical High School	„
325	„ K. Subbasastry	Telugu Pandit. Theosophical High School.	„

S. M. RAO.

Secretary.

19th August 1929.

FROM OUR READERS

The Co-operative movement and Teachers.

Mr. V. Jayarama Iyer, B.A., L.T., writes:— In the words of Professor Hall, "the co-operative commonwealth is a world in which there is recognition of community of interest, in which people desirous of living together on good terms with one another, being concerned with the welfare of their fellow-men as well as with their own welfare—a state in which there is toleration for other people and kindness and goodwill, in which there is no desire on the part of one individual to get something belonging to another, but where each is willing to work with all for the common good." Service in this movement should therefore have an appeal to all and none can feel his service uncalled for or superfluous. It behoves the teachers amongst others to evince earnest and sustained interest in the spread of co-operation. Their task is not merely the preparation of raw materials for the Government or University Examination. There is a nobler duty, born of a wider vision. The pupils under their charge should be trained with a view to enabling them to shoulder aright the responsibilities of life.

Hence the inculcation of the principles and practice of co-operation should be considered as part of the duties of a teacher. They are sure to have plenty of opportunities to give their pupils the great and noble aims and ideals of Co-operation. Pupils' Co-operative Book Depots, Co-operative Hostels are some of the institutions that teachers can help their pupils to organise and work. Such organisations have proved successful wherever they have been started.

"Teachers in Distress."

Our Coimbatore representative writes:

One would expect that the representations that the teacher—world have been making through their guilds, and their official organ would evoke the sympathy of managements of secondary schools, and make them at least think twice before they decide to terminate the services of teachers under their employ. The July number revealed the story of two teachers in distress. Every month has its own tales of

woe to tell. Information is to hand that the managing committee of a private school in a neighbouring District in their solicitude to provide an unemployed person with a job, thought it fit to terminate the services of their headmaster all on a sudden. The articles of Association of the managing committee provide that a teacher in their employ, before being ordered to quit the school, should be informed of the charges in writing, and be given an opportunity to explain his position. Contravening their own rules, the management resolved at their meeting held on the 15th of July to terminate the services of their headmaster, and the notice to that effect was served on him on the following day. The gentleman applied to the management for casual leave which was refused. The poor headmaster had an attack of acute dysentery and he now applied for 4 days' casual leave. Again, casual leave was refused, and the head-master was told that the Secretary did not believe that he was ill and he should go to duty at once, or hand over charge of his office immediately to the First Assistant. In the meanwhile, the Headmaster wired to the D. E. O. and the D. P. I. for help, and wrote back to the management that he had appealed to the Departmental authorities, and would hand-over charge on receipt of advice from the D. E. O. On the night of the 18th July, a burglary-like incident took place. All the school articles, registers and appliances were found on the morning of the 19th July scattered throughout the school premises. Strange to say, not even a single article is reported to be lost. The 1st Assistant found the school in chaos, the pupils were given a holiday, and the matter reported to the Police. A peremptory order to quit was served on the Head-master on the 19th. The constitution of the managing committee is one of the points to be considered, under the M. E. R., by the D. P. I., in connection with the award of recognition of a secondary school. Representations stating all the facts have been made by the aggrieved teacher to the D. E. O., and the D. P. I. The school has won a notoriety in having terminated the services of two Head-masters within a short period of its existence. Will the Director Act?

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REVIEWS

THE NEW ERA, The Changing Curriculum.

'Active efforts are now being put forth to give a new orientation to the Aim and Scope of the Education of the young. The workers in this direction style their schemes as the New Education. Adherents to this are increasing in numbers all over the world, what with the persistent and organised propaganda its leaders carry on. However, it is strange that in our country, particularly in our part of it, only a few, very few profess, much less manifest actual interest in it. The recent Kangeri New Education Workers' Camp to which the South India Teachers' Union had the honour of sending a representative, had resolved on establishing a branch at Madras. It is up to teachers to join it and help in ushering in the New Era in Education.

The leaders of the New Education Fellowship besides convening Conferences focus discussion on and gather up a report of the New Education activities from places where it is followed and they are published in their quarterly organ, 'The New Era.' The special feature about it is that each number deals with one aspect of the problem of education. The last issue for instance has been solely devoted to the subject of the Changing Curriculum.

This is a live topic for the present. The Elsinore Conference of this year is to consider amongst others, the question of School Curriculum. This volume should, therefore be of particular interest to all those who care to learn what this New Education stands for.

Dr. Rugg, who has been requested to conduct a special study course on Curriculum Research at the Elsinore Conference is the editor of this issue. The outlook Tower, the Editorial introduction, treats of the need for and the scope of the New Curriculum. It is called 'the biggest of all educational problems.' What is wrong with the Curriculum now is: It is out of date; it is unpsychological and unscientific and it overloads the time-table.' The idea of the New Educationists is that mere cramming of facts for examination purposes must go. Account must be taken in teaching, of the types of children and their interest. Attention must be paid towards seeing whether or not the child is actually developing into a resourceful, independent citizen, capable of liberty and pursuing happiness. In other words, the Curriculum must be a means of equipping a

student to live his life of manhood fully. This should proceed on lines of purposeful activity.

A fuller idea of its import can be gathered from the article 'the Philosophy of the Curriculum.' Its content may be summarised: Our present world is a changing world. Our young people face then an unknown future. Once education could merely repeat the past. We must in a new sense and degree, prepare our young people to hold their own in a changing world. The Curriculum is thus part, better a phase of a longer working whole called 'the educative process.' It comprises learning and life. Learning is, therefore, to acquire a new way of Behaving. Learning under this new orientation assumes that we do not learn what we do not practise, as the more fully we mean to acquire any way of behaving, the more quickly we acquire it and the better it sticks; secondly that learning comes by association and lastly, learning is never single. In short, learning should follow an experience Curriculum taking account of attitudes, ideals, habits, appreciation (all matter that cannot be assigned, and are hardly to be taught at all, as well as of the more assignable skills and facts.)

Out-of-school learning is the most important way of improving life. It comes by association and the solution of the problems of difficulty as they are met with. One undertakes an enterprise and finds a difficulty which he then contrives to overcome. This is the key-conception to the New Learning. As such, education is not something outside life applied as a lever to push life forward or higher. It is inside life, inherent in life. Each step forward in living involves learning. Education thus concerns itself with life, to make life better.

How far are we from this new ideal! Tradition grips our teachers so much that even within limitations, very few feel impelled to touch their instructions with the live wire of life with which the boys are surrounded or to which they should be made to look forward. As one reads Dr. Rugg's account of the Reconstruction of the American School Curriculum one is tempted to ask when would our boys' study be so usefully shaped. He writes of America that 'a generation of research has taught us that training in tolerance must be given through the direct study of contemporary issues and problems and their historical development. Educational class rooms are responding slowly to the demands of the laboratory spirit. There is a growing willingness to try new types of

materials, to experiment with new groupings of school subjects, and to depend more and more on objective measurement of results. The new experimental attitude and the new vision of the Unity of American Civilisation are steadily cutting down the lag between Society and the Curriculum."

Whether we are able to introduce that scope in our school studies now, to so orientate our teaching, or not, we can at least keep in touch with these experiments abroad so that when time comes we shall not be found wanting to shoulder the new responsibilities. To do so, we have to get and read literature thereon. Every Association, if not individually, can be a member of the New Education Fellowship Branch and thus get this foreign periodical and the 'Bramacharya, its journal in India, which are sure to provide them with a good knowledge thereof. Let me therefore appeal to all the associations in the first instance to join the Fellowship Branch at Madras and thus show that teachers are for their part prepared to be abreast with the time.

V. J.

THE TEACHING OF ENGLISH in Indian Schools.

The pamphlet bearing the above title published by Mr. K. Narayana Rao of Medak with a preface from the pen of Principal Seshadri is certainly a refreshing one. Probably the title is not quite suggestive of what the pamphlet contains. The most striking portion is certainly the first chapter which puts forth a powerful plea for thoroughness of work in the English department of our schools. The reasons why the work now done is not thorough might be a little more emphasised. After all the problem of English teaching is the outstanding Educational crux with us and unless the time comes when we are to employ properly qualified teachers with adequate remuneration the problem is bound to continue unsolved. In a country where so much money is lavishly spent upon giving the so-called practical training in science subjects quite disproportionate to the out-turn therefrom the necessity for well-equipped teachers for Elementary Schools has not been adequately felt. And any amount of methodising things will not meet the situation unless this necessity is first satisfied and curiously enough all our educational authorities have not felt the importance of this.

The author's evident admiration for Prof. M. West of Dacca makes one feel that the latter portion of the book may not contain anything

very much different from the views of that Educationist. Apart from this the pamphlet would be more useful to the teaching world if it were more elaborate and more methodical and practical as is attempted by Prof. West in his New Method Readers and the Companion Composition books.

[The book is priced at Re.1-0-0. Copies can be had of the author or of the Secretary, The S. I. Teacher, Madras.]

P. A. S.

THE UNIFYING OF CIVILIZATION. (The League of Nations). Published by The Christian Literature Society.

By G. D. Watkins, B. SC., F. R. G. S.

"War is not the sequel; it is the failure of politics" said a great philosopher; and what is needed, in these days of universal education, is that every citizen should feel that war is neither to his own interest, nor to the interest of his country and declare that all war is wrong, and that the arming of nations whether by sea, land or air, is treason to the spiritual unity and intelligence of mankind. Public opinion against wars should become so strong as to compel the politicians of the world to settle international differences by arbitration rather than by an appeal to arms. After the Kellogg peace pact has been signed by the main powers of the world, it may be said that the League of Nations has become an important, if not a dominating factor in the international politics of the world. We feel that if the world is to be made safe for Democracy, and the reign of law based on the consent of the governed and sustained by the organised opinion of mankind, is to be established, every citizen should learn to take active and intelligent interest in the work of the League of Nations.

Hence we most cordially welcome the publication of this book not only because it will serve as a good introduction to the literature on the most important event in the present century but it will enable the larger educated classes in India to take an intelligent interest in the work of the League of Nations. The book contains a series of eight lectures delivered by the author to the Post-graduate and Honours students of the University of Madras. The first lecture contains a masterly survey of the international idea from the very early times to the formation of the League of Nations. The second and the third lectures deal with the birth and the constitution of the League. The lectures on International Labour Organisation and Disarmament will be found very interesting.

But we cannot but feel that the author is a bit too harsh in his expression of opinion on the

Kaddhar movement. Regarding industrialisation in India says the author, "*Any one who endeavours to persuade India to go back to the 'charka' and primitive village life, is India's worst enemy in the long run, no matter how valuable and plausible he may seem to be now.*" In India mass production has come to stay, and year by year industrialisation is proceeding apace. If India had been free to modify her economic policy she would by now have taken her place in the industrial family of the world. But in her present condition, she could only devise some palliative for the poverty of her people. The kaddhar movement serves the double object of finding labour for her half-starved poverty stricken peasants who live a life of enforced idleness for five months in the year and also of cutting asunder her economic dependence on sister nations. It is really a wonder how the author who after having lived in this country for some years has not understood the movement and allowed prejudice to get the better of him.

The book is written in a racy style; the get up is neat and the price cheap. We wish every educated Indian reads the book.

P.

FIRST STEPS IN WORLD GEOGRAPHY by Elsa. C. Stamp 144 pages. Price 14 annas.

A FIRST GEOGRAPHY OF INDIA by E. C. Stamp 128 pages. Price 12 annas. Both published by Longmans Green and Co. Limited.

The two books are written in simple English and are profusely illustrated. There are a large number of maps. The method of study followed is to remind the human aspect of the study of Geography at every stage.

The lessons start with something known to the pupils and then information is given on things unknown to the pupils. "The lesson tells the history of an object purchased in the bazaar and leads up to an account of the conditions under which it is produced." The following headings of some of the chapters will fully bring out the nature of the subject matter dealt with (1) Fur—arctic and antarctic regions, (2) Dates—Deserts. (3) Tea and Coffee—Hot wet hilly countries. (4) A chair—Monsoon forests.

Six chapters at the end of the book gather up the strings and give an account of the vegetation zones of each continent. If an Indian edition is brought out some other article typical of Temperate fisheries and grass lands might with advantage be treated of since they would be better appreciated by Indian children.

A noteworthy feature of the book is the questions and exercises at the end of each chapter. They are suggestive and useful. If every teacher of Geography should read this book, certainly Geography teaching would become realistic in our schools.

The companion volume on the First Geography of India is equally good. With a slight rearrangement of the chapters and the inclusion of certain matter in general Geography it will be very helpful to all engaged in the teaching of Geography in Form I. The book will amply repay reading since it is written in a lucid style and the facts are presented in a masterly manner.

S.

ENGLISH LITERATURE SERIES.—No. 123: *Selection from Swift* chosen and edited by Wilfrid J. Halliday, M.A., with an Introduction and Notes. pp. 216. Price 2 sh.

ENGLISH LITERATURE SERIES.—No. 118: *The Cloister and the Hearth* by Charles Reade—Abridged, with an Introduction and Notes by Y. W. Cann M.A., PP. 182.

ENGLISH LITERATURE SERIES.—No. 124: *A Book of Blank Verse* chosen by E.E. Reynolds the Royal Grammar School, Colchester. Published by Messrs. Macmillan and Co. Ltd. No. 124.

The compiler has evidently set himself the task of collecting what Mr. Palgrave openly rejected to include in his 'Golden Treasury'—the Blank verse. He has taken utmost pains to choose passages without caprice but naturally with some partiality to Milton who forms an epoch by himself. There are altogether 65 pieces which he has grouped under the following heads:—The Elizabethans, Milton, The Romantic poets, The Victorians and the Moderns.

The volume, so far as its scope permits, accurately reflects the development of Blank verse from its infancy to its full growth. It begins with a passage from Gorboduc, the first drama in which the blank verse was used and closes with one from Will Shakespeare, the writer of which rouses high hopes of a great future for blank verse plays. There is in the collections a chronological sequence such as proves useful to one aiming more at instruction than at pleasure.

The introduction, which gives a list of variations in blank verse, instanced in a scanned passage, is commendably brief and instructive. In writing notes, the Editor appears to have born in mind J. H. Fowler's dictum that the poets are the best interpreters of themselves.

and of each other, and so has necessarily been brief. They are, however, helpful to draw the attention of readers to beauties which might otherwise be overlooked.

The printing and get up leave nothing to be desired.

It is a book that can well be in the hands of those who, in their spare hours care for self improvement or any elevated form of pleasure. It may be strongly recommended for the study of College students, for the library of Secondary Schools and as a prize book for Secondary School pupils.

G.S.

THE STORY OF INDIA. BOOK III. British in India By Rui Sahib Sohanlal and Violet Bury. Published by Messrs. Macmillan and Co. Ltd., (Calico Bound) Price Rs. 1-8 0.

This is the third of a series of books the author of which claims to have written on up-to-date lines with a view to developing self activity and individual thought in the pupil and making the teacher a guide and co-worker.

In its contents and scope the book mostly adheres to the orthodox Britisher's point of view on Indian History. The British conquest of India is held up as a divine blessing and a 'miracle.' Hence the perpetuation of the British Suzerainty is naturally set up as the highest thing for the youth of our land, to strive after.

There are some points of criticism in which the teacher and the taught of the present day may not see eye to eye with the author. On the question of the spread of Industrialism in India the author observes that it is his purpose to be content with a mere statement of facts. How soon he forgets this wholesome principle in dealing with some modern topics of a controversial nature: To him the extremists are 'unscrupulous political intrigues who make Capital out of the enthusiasms of the youth; Further he holds it 'grossly unfair' to say that whenever British and Indian interest clashed, the Britishers always looked first to their interests. An author of a History book for high school pupils should, however, steer clear of dogmatic

assertion of views on questions admitting wide divergence of opinion. Sporadic outbursts of 'misguided youths' need not have been magnified into anarchy.

There is certainly a considerable deftness in the arrangement of the subject matter. One distinguishing feature of the book is the large number of questions on each chapter. Another is the time line for the British period which, had it been graduated according to a scale, would have been better and more impressive. The successes and failures of British attempts at conquest are arranged in well-defined chapters so as to fall between two leading events—the building of a house at Surat in 1618 and that of the parliament house at Delhi in 1926. A special chapter depicting the chief characteristics of the British race has rightly been added so that it may help the Indians to a proper understanding of the Britisher's point of view.

The book is nicely bound and copiously illustrated. Its good features are enough to recommend the book for the study of high school pupils.

G. S.

PRACTICAL EXERCISES IN GEOGRAPHY. (Indian Ocean Basin) by V. K. Sourirajan, M.A. L. T. Dip. Econ. (H. H. S. T. Association, Triplicane, Madras). Price Annas 8.

One important change among others in the teaching of Geography in recent times has been the great emphasis that is being laid on Practical Work, in order to ensure a real understanding of the subject. Geography has been accorded a place in the S. S. L. C. scheme and a new syllabus has just been put into force. A book of Practical Exercises in Geography at such a juncture is quite welcome and should prove useful especially to those teachers of Geography who have been forced to handle the subject without a previous training in it, since it would suggest to them the kinds of practical work they can set to their pupils. Of course a small book of the kind cannot be exhaustive. We wish however that the exercises were more varied and better graduated.

RULES OF THE S. I. T. U.

At a meeting of the Executive Committee of the S. I. T. U. held on Saturday the 22nd June 1929, it was resolved that the District Guilds be invited to offer suggestions, if any, regarding the alternations in the rules of the S. I. T. U. and that a Committee consisting of Messrs S. K. Yegyanarayana Iyer, R. Srinivasa Iyengar, K. S. Chengalvarayan, C. S. Rangaswami Aiyangar and M. S. Sabesan (convener) be appointed to go through the suggestions received from the Guilds and to submit their report before the end of September '29."

The rules of the S. I. T. U. are given below and Districts guilds are requested to consider them carefully and to send their suggestions to the secretary of the S. I. T. U. on or before the 1st October 1929.

M. S. SABESAN.

Rules of the S. I. T. U. as revised at the 17th Provincial Educational Conference held at Srivilliputtur in May, 1926, and further revised at Vellore.

1. This Union shall be called the South India Teachers' Union and shall consist of (a) the members of the local associations of teachers having their own officers and rules (b) also of individual members who are teachers or are persons directly connected with education.

2. The objects of the Union shall be:—

- (a) the promotion of the interests of education generally.
- (b) the safeguarding and improvement of the status, pay and prospects of its members, and
- (c) the promotion of a corporate feeling among the members.

3. These objects shall be secured by:—

- (a) opening a Teachers' Registry,
- (b) discussing all questions affecting education and the profession generally.
- (c) focussing the opinions of the affiliated associations on important educational questions and presenting them in the name of the Union.

- (d) making representations to the authorities concerned on all questions of importance.
- (e) holding an Educational Conference at least once a year.
- (f) organising the District Teachers' Guilds,
- (g) forming Teachers' Associations through the agency of the District Guilds in places where there are Secondary Schools complete or incomplete.
- (h) instituting a Protection Fund.
- (i) running a Journal of the South India Teachers' Union.
- (j) founding Information and Employment Bureaux and
- (k) conferring titles on distinguished persons who have rendered meritorious service in the cause of education in this Presidency.

4. Any Teachers' Association desiring to affiliate itself to the Union shall forward (to the Secretary of the Union an application) mentioning the name of the association, its postal and official address, a list of the members with their general and professional qualifications, and the address of the Secretary, accompanied by the affiliation fee or the subscription.

5. The official year of the S. I. T. U. shall be from July to June. The subscription for the S. I. T. U. in the case of individual members shall be in the form of a single money payment for life as under:—

Rs. 2/- for graduate teachers and for individuals who are not teachers, Rs. 1/- for Secondary Grade Teachers, Re. $\frac{1}{2}$ for Elementary Grade teachers.

The subscription for the affiliated associations shall be as follows:—

Rs. 15 per annum	for the District Guilds.
Rs. 4 " "	a Teachers' Association in a complete high school.
Rs. 2 " "	a Teachers' Association in an incomplete Secondary School.

Re. 1 Per annum

Higher Elementary School.

The subscription shall be payable in advance.

6. Every affiliated association shall forward to the Union copies of all resolutions of a general character passed by it, and all representations made by it to the authorities concerned.

7. The office-bearers of the Union shall be the President, a Secretary, and Assistant Secretary, a Treasurer, an Executive Board and a Working Committee. The President, Secretary, Assistant Secretary and Treasurer shall be elected annually at the Provincial Educational Conference and they shall be ex-officio members of the Executive Board as well as of the Working Committee. The Executive Board shall consist of one representative for each of the Districts in the Madras Presidency besides the ex-officio members. The District representative shall be elected annually before the end of March by the respective District Guilds and their names shall be communicated to the President of the Provincial Educational Conference for information and for inclusion in the report. In case there be no District Guild in any District or in case any District Guild does not communicate the name of the representative in time, the representative for such District shall be elected at the Conference. The affairs of the Union shall be managed by the Executive Board. The Working Committee shall consist of the ex-officio-members and also of five other members of the Executive Board nominated by the President of the Union newly elected at the Conference.

8. The Executive Board shall have power to fill up the vacancies in its constitution provisionally till the next annual election.

9. The business of the Executive Board shall be ordinarily transacted by correspondence.

10. It will be the duty of the Working Committee to take such steps as it may deem expedient and practicable to carry on the work and propaganda of the Union and it shall have the power to deal with all such matters of great importance and urgency as may be required to be disposed of in the name and for purposes of the Union.

11. (a) On all questions the Union shall generally form its opinion by inviting through the post the opinions and votes of the several affiliated associations. These votes shall generally be forwarded to the Secretary of the Union within a period of fifteen days. The opinions of the majority of the Associations shall be the opinion of the Union. In case of equality of

votes, the Working Committee shall have the determining vote.

(b) If five affiliated associations or any number of them representing not less than two hundred members desire that the question shall be decided by a referendum, the Secretary of the Union shall forthwith proceed to decide the question by ballot amongst all the members of the Union.

12. The Secretary shall call meetings of the Executive Board; call meetings of the Working Committee; circulate among members of the Board or the Working Committee and the Associations items of business for discussion and publish the decisions; record the proceedings of each meeting in books kept for the purpose; carry on correspondence; be in charge of the properties and records of the Union; and be responsible for the management of the affairs of the Union subject to the control of the Executive Board.

13. The Treasurer shall collect subscriptions donations, and such other money; keep proper accounts of income and expenditure; make all disbursements through the Secretary; and be the custodian of all moneys except what may be invested in a bank, provided that the balance of money left in the hands of the Treasurer does not exceed Rs. 20.

14 (a). The Provincial Educational Conference shall ordinarily meet once a year during the summer holidays at such place as has been decided upon at the previous session of the Conference.

(b) If no such decision has been arrived at, the Executive Board of the Union shall decide it.

(c) An extraordinary sessions of the Conference may be summoned by the Executive Board either on its own motion or on that of the majority of the affiliated associations whenever it may deem advisable to hold such a session.

(d) It shall be open to the Executive Board to change the venue of the Conference to any other place when such change is deemed necessary owing to serious or unforeseen difficulties or other contingencies of like nature.

15 (a) The affiliated associations of the District in which the Conference is to be held shall take steps to form a Reception Committee for the Conference.

(b) The Reception Committee shall be bound to provide the necessary funds for meeting all the expenses of the Conference as also

that of printing, preparing, publishing, and distributing the report of the Conference to the affiliated associations, to the delegates and individual members of the Union.

(c) All delegation fees shall form part of the funds of the Reception Committee.

16 The Reception Committee of the Educational Conference shall, as far as possible by the end of November, invite the affiliated associations to suggest to them the names of persons who in their opinions, are eligible for the presidency of the Conference. It shall submit, as far as possible within the second week of December, to all the affiliated associations the names of the first six candidates from amongst those nominated for the presidency, provided that such final recommendation will be of any one but not more of such names, and the Reception Committee shall as far as possible meet in the month of January to consider such recommendations. The persons recommended by the majority of associations shall be the President of the Conference. In case of equality of votes the Reception Committee shall at the meeting record its vote in favour of any one of them and the person who is so recommended shall be the President of the Conference. In the case of emergency, by a resignation, or otherwise of the President elected in this manner the matter shall forthwith be referred by it to the Executive Board whose decision shall be arrived at as far as possible by the end of February. This decision shall be final.

17. The right of electing delegates to the Conference shall vest in the affiliated associations and the delegation fee shall be annas four only.

18. All delegates to the Conference shall be members of the Union. Visitors to the Conference interested in education and members of the Reception Committee other than teachers may speak at the Conference with the previous permission of the President of the Conference,

but cannot move resolutions or take part in voting.

19. The Subjects Committee to be appointed at each session of the Conference to settle its programme of business to be transacted, shall as far as possible consist of not more than four representatives for Madras, not more than four representatives for the District in which the Conference is held, not more than two representatives for each of the District other than Madras all the representatives being elected by the delegates attending the conference from the respective districts.

(b) The President of the Conference for the year, the Chairman of the Reception Committee for the year all the ex-presidents of the Union and of the Conferences, the local Secretaries of the Reception Committee not exceeding two in number and all members of the Executive Board for the year shall in addition be ex-officio members of the Subjects Committee.

(c) The President of the Conference shall be ex-officio Chairman of the Subjects Committee and he may nominate three delegates to the Subjects Committee.

20. (a) The Executive Board shall present to the Annual Conference a report for the year on the working of the Union together with a financial statement.

(b) The Executive Board shall send to each affiliated association and the delegates that attended the Conference its report together with the auditor's report for the preceding year.

(c) The Executive Board shall annually appoint an auditor who shall not be a member of the Board.

21. No alteration in or addition to the rules shall be made except at the annual Conference. Notice of suggested alterations shall be sent to the Secretary of the Union before the 31st of March previous to the Annual Conference and the same shall be printed in the Conference agenda.

