General English Course
For
High School Classes

South Indian Teacher..

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BY

VADUVUR K. DURAISWAMI AYYANGAR, B A.

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MORAL AND RELIGIOUS INSTRUCTION IN SCHOOLS AND COLLEGES

By

Mr. K. S. Ramaswami Sastrigal B.A. B.L.

This subject is fast becoming a hardy annual at our educational conferences but is as far off from unanimity and solution as ever. On one occasion when I was the Chairman of the Reception Committee and Rao Bahadur K. V. Rangaswami Iyengar was the President of the session of the Provincial Educational Conference which was held at Trichinopoly in 1919, there was much cleavage of opinion on the matter among the teachers of the Province, and eventually we resorted to that unique and remarkable modern democratic expedient of shelving a subject, *viz.*, referring it to a committee. The committee never met and never did anything.

I pointed out on that occasion that the prevalent distrust of moral and religious instruction was partly due to a wrong educational psychology and partly due to unnecessary self-distrust and habits of indolence. The western educational psychological theory is at fault in regarding the child-mind as a clean slate. In modern times that absolutely wrong notion has been partly corrected and partly muddled by the doctrine of evolution. The child-mind is no doubt the meeting point of many and diverse lines of evolution but this view is not the last word on the subject and is neither fully correct nor fully comprehensive. It is in the Indian doctrine of Karma, as properly understood and torn of all its misrepresentations and misapplications that the real centre of the educational psychology of the future must and will be found. I believe that the great masters of the educational theory and practice of the future will come from India and that the countrymen of Rousseau, Pastalozzi, Arnold, and Montessori will come to India for light in this branch of knowledge also.

It is not right to say that no abstract principles of ethics should be taught. Do we not teach political science along with history? Do we allow the children to distil the principles of political life and obligation anyhow from their study of the colourful pageant of history ? In fact the child of to-day was an adult in previous births and has come into

the world trailing clouds of tendencies and impressions which we have to stimulate into blossom and fruit or to curb and eradicate, as the case may be.

Huxley said once in a memorable passage : "Those who take honours in Nature's University, who learn the laws which govern men and things and obey them, are the really great and successful men in this world. The great mass of mankind are the "Poll" who pick up just enough to get through without much discredit. Those who won't learn at all are plucked; and then you can't come up again. Nature's pluck means extermination.' "He says again: "Ignorance is visited as sharply as wilful disobedience—incapacity meets with the same punishment as crime. Nature's discipline is not even a word and a blow, and the blow first; but the blow without the word. It is left to you to find out why your ears are bored". It is not possible in this brief paper to explain this gospel of science. But it is enough, I believe, to give its counterpart and application in the sphere of the moral and religious life. Those who take honours in God's University, who learn the laws which govern men in relation to their fellowmen and God and obey them are the really great and noble men in this world. The great mass of mankind are the "Poll" who pick up just enough of moral and religious instruction to get through without much discredit. Those who wont't learn at all are damned; but they can come up again. God's pluck means but a longer route back to Him. Ignorance of moral and spiritual laws is visited as sharply as wilful disobedience—incapacity meets with the same punishment as crime. God's descipline is neither a word and a blow and the blow first or the blow without the word; it is His word once, twice, thrice, nay many times through many pure months, and then the blow.

Are we, the elders of the nation, entitled to allow our children to pick up just enough of moral and spiritual knowledge to get through without much discredit ? Are they entitled to go without any such learning into the realities of life and get plucked ? Is it a noble and excellent thing to allow generations of men and women to live and grow and die without a knowledge of the eternal laws of the moral and spiritual life ? Certainly not.

Huxely has well shown that the cosmic process of struggle for existence and survival of the fittest is checked and modified and purified and sublimated by the ethical process of struggle for the life of others and for the purification and expansion of our petty personality which is now fettered by the iron laws of hunger and of sex. He points out how but for this fact medicine would be a black art and human sex-relations would have to be arranged on the principles of the stud. We have come out of the beast and cannot and will not obey the command, "Back unto the beast again."

It is now becoming more and more recognised by modern thinkers that the industrial revolution has gone too far and that the law of the jungle has been too intimately and improperly applied to the social relationships of Man. Quite recently Canon Donaldson described science without humanity and industry without morality as being among the seven deadly sins of the modern social life. The machine is not an adjunct of man to-day ; man is an adjunct of the machine. It is a case of the tail wagging the dog. It is not that man is using the machine to-day ; it is the machine that is using him—nay, using him up. Baron Donaldson says : "The industrial monster we had created was destroying our peace, our happiness, our health, and the beauty of our country. For 150 years the basis of industry had been more shifted from the idea of service to that of self-interest—from a *moral* to an *immoral* basis" Why has this been so ? I leave you to draw the moral. Moral and religious instruction has become a dwindling factor in education, and therefore in life, and those who sow the wind must reap the whirlwind as they did in the Armageddon of 1914.

Epictetus says well in his great discourses : "The business of the wise and good man is to use appearances comformably to nature, and as it is the nature of every soul to assent to the truth, to dissent from the false, and to remain in suspense as to that which is uncertain ; so it is its nature to be moved towards the desire of the good, and to aversion from evil, and with respect to that which is neither good nor bad it feels indifferent. . . . When the good appears it immediately attracts to itself, the evil repels from itself." After knowing this eternal truth which is one of the deepest facts of human experience, what right have we to hesitate in regard to the question of moral and religious instruction ?

It is not my purpose to go in this brief paper into the nature of virtue, or into the division of virtues into self-regarding and other-regarding virtues, or into the graded ascent of ethical values. I only wish to point out that from my long study of life and literature and from my meditations on them I have found that the proper method of moral and religious instruction is to combine theory and story-telling and practice and that the Indian literature is wonderful in its affuence of ethical theory and ethical precedents. The magical words—*brahmacharya, yoga, prema, kainkarya, karma, bhakthi,* and *gnana* contain the complete *gamut* of all moral and religious instruction which is comprised in the single magical word, *Dharma.* Let us, therefore, resolve to live and impart the life which is implied and expressed by these magical words, for **"How shall it profit a man if he gains the whole world but loses his own soul ?"**

A WOMAN'S PROGRAMME FOR THE EDUCATION OF WOMEN

By

Mrs. Paul Appasamy, B.A.

India is coming round to the view that in order to improve the condition of our women, they must in the first instance be educated. If Vidya of all kinds is necessary for men, why is it not equally essential for women as well ? Now-a-days, we argue further that if education for men and women is so good, why should we not make it compulsory, seeing that the common people will not act upon their ideas, or make the sacrifices necessary to get their girls educated ? While we are thus trying to force the pace, there is a serious danger to be guarded against. All our labour will be in vain, our finances will be wasted, and energy misdirected, if we do not start with some clear thinking about *the aims and purposes that should be had in view, the methods to be followed, the kind of teachers that should be trained, and the subjects that should be included in a curriculum for girls.* Instead of helping our girls, we might land them and unnumbered generations into a quagmire, if we start them in the wrong direction. To begin with, there are certain elementary propositions which will, it is hoped, commend universal acceptance.

The training we arrange for girls should be *suited* to them, to their physical, intellectual and social peculiarities, to their requirements in after life, to their tastes and aspirations. Girls have their privileges as well as boys ; it would be wrong to give a girl a boy's education, or standardize education so much, that we lose sight of the essential natural and social distinctions between men and women. No man likes a tom boy or an aggressive masculine blue-stocking or a forward amazon. In India especially it would be folly to copy for women the system already established for men. After the experience of more than half a century, we have garnered some wisdom ; we now know where the system is wrong. A course of education originally devised for turning out clerks for Government Service has been indefinitely extended. Examinations and degrees are valued with reference to the money they help to earn. Education is too literary, and not sufficiently practical or technical, nor properly related to the actual needs of an expanding country. There is perhaps too much of memory work, and too little scope for originality or imagination, largely because education is imparted in a foreign language. The system is heavily graded, and withal top heavy, the innumerable standards, forms and classes being merely so many stiles or wicket gates leading up the ardently desired prize of a University degree. Too much attention is paid to the development of the intellect (and chiefly of memory work) and too little to the physique and far too little to the building up of an upright, self-reliant character, fine manners or ideals of service and usefulness. After knowing these and other defects which might be mentioned, we would not be qualifying for wisdom, if we repeated the same blunders in the case of girls.

The education we desire should again be suited to *Indian* girls. Is there no peculiar

charm or flavour about Indian girlhood or womanhood that we would like to preserve or develop ? Is there no danger of our losing all that is typically Indian or national if we copy tamely a highly secular, materialistic, godless kind of education borrowed from the West ? The poetry and legend, the art and achievement of the East may be made more use of than text books coming from the Antipodes. The tastes, aspirations and ideals which have always flourished in the East and given it an old world dignity and fragrance should be cultivated. Do not standardize the Indian girl till she becomes an exact copy of a European or American flapper.

Is not all standardization wrong ? Each girl has her separate individuality or personality, her own distinct bent of mind and trend of character. That education is best which brings out or calls out the best in each individual, and which for that purpose pays individual attention to each pupil. We might get an average improvement if we educate a large number of girls in a class, but the best results are to be had, when the teacher watches and studies, prunes and trains each girl, much as a gardener looks after each individual plant, instead of sowing them in a mass, like a field labourer. Much more originality and variety of intellectual power, many finer phases of manners and character may be expected if the training is adapted to each pupil.

Physical Education

Take for instance, the subject of physical education. It is surely unthinkable that girls should receive the same kind of training as boys. We like our boys to play and enjoy vigorous out-door games like football or cricket ; If we had the means, we would teach them to ride, hunt and shoot ; but no one would dream of suggesting—at least not in the present stage of Indian civilization—that girls in India should have this kind of development. Many of us would like girls to disport themselves with folk songs and dances, with playing and play-acting to the accompaniment of music but, who would recommend such training for young men ? In the case of the latter, the aim would be to develop and discipline all their bodily powers, till they become strong and resourceful men, inured to habits of endurance, hard labour and bold and plucky action ; in other words manliness. In the case of girls we would aim at charm and grace, as well as strength to stand the ordinary wear and tear of life. It is a pity that the modern educated girl has no use for manual labour, and loses all interest in the home and the activities that make a home efficient and bright. Healthy domestic work like grinding and pounding, sweeping and cleaning vessels, which served to furnish the women of an older day with strength and powers of endurance, is now turned over to servants, causing loss of physique, and making the educated girls stunted, anaemic and ill-developed, and slenderly equipped to meet the demands of matrimony or house-keeping.

First and foremost they must be encouraged to live, work and play in the open air. Since women of the West took to heart the teaching of modern science as regards open air, they are taller and bigger and their lungs, being fuller and better developed, have become endowed with powers of endurance and energetic service. To teach them grace, charm and rhythm in step and movement, they must learn to march, to dance, and to play to musical

accompaniment and get all the training in Eurythmics which comes from folk songs, play acting and pageantry.

There should be plenty of open air games and competitions of the kind suitable for girls, such games as tennis, badminton, croquet, clock golf, netball, racing and leaping. Girls should be trained to take interest in open air work like gardening and planting and the bringing up of birds and pet or domestic animals. If they are to have drill, let them have graceful exercises with light Indian clubs, tennis balls and swings.

When the girl is still young, she has to become used or inured to household duties like cooking, nursing, washing and ironing cleaning vessels and furniture. The latter half of each working day would be devoted to these useful and necessary occupations, while the morning may be set apart for school-study proper. One would also like to recommend for the majority of girls in the country, some acquaintance with weaving and spinning, in addition to the distinctive feminine accomplishment of sewing, embroidery, lace-making etc. The hands, eyes, and ears must be trained in childhood to as large a number of movements and adjustments as possible, as they make the pupil deft, ready and resourceful, instead of leaving her clumsy when she takes up anything new.

Intellectual Education

Though a few of our girls may feel inclined to devote themselves permanently to careers, apart from matrimony, the vast majority of them will get married and have parts to play in the home as sisters, wives, daughters, mothers. They must know to speak, read and write with ease and grace, and be able further to educate themselves if they are so minded. They must learn to be practical and skilful in such business as falls to their lot, and must in any event be fit companions for their husbands and brothers, able to discuss matters and undertake services along with them. Knowledge or information about a large number of subjects does not seem to me so essential, as thorough grinding in a few subjects like hygiene, arithmetic, literature of the easy general variety and music. The girl's faculties of attention, understanding and memory should be so trained, that she can afterwards turn her attention to any subject in which she feels an interest, and read or study it for herself. It is even more necessary that a girl should be trained to think and judge for herself, and lay the foundation for that practical wisdom in the affairs of life which is more important than mere reason or logic chopping. Above all she should not be so over burdened with memory work, as to feel the wings of her imagination clipped or her innate taste and sense of harmony cramped and standardized, so that she loses all originality or love of beauty.

For those whose means or capacity will not permit them to go in for higher education, and who would have to go satisfied with elementary or middle school grading, all instruction should be in their own vernaculars, but there must be a thorough grounding in them, including such acquaintance with the poetry and lyrics and the aphoristic literature of the race as would leave in them a taste for what is beautifu in thought. The more songs and hymns they know, the better for them.

To those who are better off, and have leisure for a long continued course of study, English must be compulsory as forming the great gateway to the wide province of modern learning. Such a grounding in it that they can speak and write it without making mistakes, and read books in it themselves without further help from any one else should be aimed at.

To the former class arithmetic, hygiene and nursing, music and singing and some knowledge of geography seem essential ; it seems certain that we will only spoil the net result by over-loading their curriculum. For girls who can go up higher, other sciences like botany, physiology and astronomy may well be introduced ; also some knowledge of Indian history and the finer portions of English literature. Music must be continued as an invaluable training in the fine arts, to which may be added acquaintance with drawing and painting.

It is the present writer's impression that not sufficient use is made of pictures and modern appliances like the magic lantern, the cinema and radio. The mind is more easily trained through the eye than the ear ; the feminine mind is more practical and pictorial than the masculine and less given to abstractions and speculations. We waste our heritage if such powerful aids to instruction like the above are not given their full scope.

Girls may be trained to make use of newspapers and magazines and books of current and special interest as well as books of reference. If their horizon is still bounded by visions of jewels, sarees and the endless round of ceremony which appeal to their senses, it is because they are out of touch with the wider world and its multifarious activities.

Finally we should make full use of the religious literature of the race in which are enshrined the highest national thought and aspiration. If our lives are apt to be selfish, self-centred, materialistic or cynical, the responsibility rests with those who have banished altogether the psalms and scriptures which furnish motives for the higher life.

Social or Moral Education

This is the aspect of education which is most important in the case of a girl, but which yet in practice is least attended to. It is not easy, it must be admitted, to give lessons in cheerfulness and patience, in self-reliance and self-respect, in social helpfulness and affectionate devotion to the members of one's family. These have to become ingrained, by example, and constant practice and time cannot be made for them in an ordinary day school but only in a residential school. The teachers themselves have to be selected with special reference to their personal character and the influence they are likely to exert upon their pupils : they must love the girls and love the work of forming their character as mothers or elder sisters would. There must be much free frank interchange of ideas between teacher and pupil, much going out together to carry out plans of entertainment or social service. All this is by no means easy to arrange, and a little rift in the lute somewhere will spoil the whole of the music. But still an attempt and a serious attempt must be made to train the girls in these directions. Most husbands and parents would care very little whether a girl knows geography or botany, but they will feel a very distinct interest in her having a strong sense of duty and responsibility, and patience and affection and tact with which she can round off her day's tasks. Still more important is the fact, that when you train a boy you train an individual, when you educate a girl you educate a whole family. Even if you take the girl herself, apart from her

relationship to her home, parents, husband or children, her heart and feelings are more in need of training than her head, for a woman reasons with her heart, not with her head; at any rate she makes her way through life with qualities of heart rather than of head, and these have to be brought out with very great pains and thought and prayer and love. Not only have weeds like quick temper, passionate wilfulness, jealousy, pride, untruthfulness, injustice, to be weeded out, but the right kind of seed has to be sown and brought up with sedulous care.

These, or some at least of these, can be imparted in a place away from home, in a residential school, in which she can live with her teachers and other pupils and which has the atmosphere of order, refinement and affection which a good home has or ought to have. It is good for the girl that she is taken away for a time from the home where she is made much of by every one and thrown with other girls with whom she can cultivate habits of friendship and team-work. She will learn then to look after her room, clothes and books, and to relate herself in such a way to others as to make her an acceptable or agreeable member of the small society in which she lives.

It will not do to regard the school as a place where mere weeding of evil impulses is carried out, which bristles with a series of 'Dont's,' don't do this and don't do that. Qualities like selfishness, temper, passion, malice, hastiness or clumsiness are more easily removed when girls are trained to do common tasks together for the good of the whole or of others, learn to entertain and show hospitality, engage in social service and discuss it, and when they join with one another for various purposes which involve their mutual benefit and the benefit of others. The girls will then get up parties and entertainments, form sewing and working groups and perhaps go out and do works of charity and helpfulness.

The whole edifice of instruction, especially this kind of instruction, depends on the high quality and example of the teacher and especially in the atmosphere of freedom and love, reverence and prayer in which such a home is planned and carried out. We need more and more of such schools in India. Lord Lytton remarks that the Indian gentlemen he had met were able to exert little or no influence on the social life of the Indian home, as the men were dominated by women who had received no education, and whose outlook was wholly antiquated and retrograde. If the ambitions of our young men are to be realized and if the experiments in constitution making now under trial are to be successful, Indian women of the middle and higher classes should receive a liberal education, on lines, better than those available to men. Not only is society as a whole impeded in its progress, but numerous homes are rendered dark and gloomy for the men who have no women in their homes who could brighten their lives and liven them up in their leisure hours. Under existing arrangements women are in no sense companions or help-mates for their husbands; they consider and even call themselves slaves and rejoice in the appellation. They are not able to adjust themselves to new surroundings and modern conditions; they weild no influence in helping the country along the path of enlightenment or progress. They can, if properly educated, act as guardian angels leading the way, but without proper instruction they are stumbling blocks.

Education for women has hitherto been planned in a haphazard manner without special reference to their needs or the requirements of the country as a whole. May the day soon dawn when our leaders of thought and action will sit down patiently and evolve a system which will not only be suitable to them and make them good women and efficient home-makers, but train them to take an active part in society and the life of the country as energetic and intelligent citizens!

READERS—A NUISANCE?

BY

Mr. S. R. Ranganathan, Librarian, University of Madras.

It may seem rather unnecessary to have to say that Readers are an essential part of a live library's business and should be carefully handled and studied. But unfortunately, there are some who cannot get out of the habit of looking upon Readers as a nuisance. Others there are, who would just allow some readers to step in, provided they would remember that they are there by sufferance and have no right to demand anything, least of all, any comfort conducive to study. There are still others who won't mind paying some attention to the needs of the Readers, provided it won't interfere with the meticulous discharge of their administrative routine. Their motto is 'Administration first, everything else including 'readers' last. About a century and a half ago, a library with such an outlook would have perhaps been tolerated. In fact it was unfortunately so.

An Anachronism.

For about half a century from 1768, the Bodleian Library of Oxford was in the hands of the Rev. John Price of Jesus College. Quite early in his library-career, Captain Cook's 'Voyages' was published in 1771 and there was quite a demand for the work. But our Librarian Price, promptly loaned his library copy to a friend of his and asked him to keep it as long as possible, lest he should be "perpetually plagued by enquiries after it.". Librarian Price, would fain have had a library without readers. In fact, it is said of him that "he discouraged readers by neglect and incivility". In spite of this, he was allowed to rule the Bodleian, without any let or hindrance, for full half a century and to instal in his *gadi* his own son-in-law, who was a chip of the old block and managed to keep it for another half a century.

Tables Turned.

But Librarian Price is an anachronism to-day. A modern library cannot exist without readers. 'The neglect and incivility' have crossed the floor, so to speak For it is no longer the reader that has to put up meekly with the 'incivility' of the Library Staff, but, unfortunately, it is the library staff that has silently to put up with the incivility that emanates, occasionally. from inconsiderate bumptious readers.

The library has now to develop the methods of a store. It is true that, in a great many libraries, it may not be possible to have enough assistants just waiting around for some one to come in. They will have querries to look up, letters to answer, catalogue-cards to write and a hundred and one other things to do. But even so, it must be a rule that the moment a reader enters the library, whatever is on hand must be stopped instantly and the impression given to the reader should be one of welcome and attention.

We know it is very annoying if, just as one is in the middle of adding up a column of figures, some one pops in, and it is more annoying if one finds that he only wants to brouse round and does not want anything in particular. But these are the little things that are sent to try us and we must keep a cheerful outlook and on no account show any discourtesy. It is an excellent thing to remember that the 'Customer loveth a cheerful assistance'.

No, Not a Scaring attitude

The conduct of the library assistants should on no account give room for a gossip of the following type. "We went into that palatial nice looking library not long ago. There was one human figure with the irritating odour of Eucalyptus oil about him, in charge of the library at the moment, doubled up over the counter table, apparently addressing envelopes. No notice was taken of us at all when we entered and it was quite a few minutes before that figure let us know that it was alive. When it did, its expression so obviously said, "I wish people would not come in when I am obliged to get this job done"; but it actually said "What can I do for you?" without getting up from the seat. When we had stated our wants and it was able to say " "sorry, that book is on loan. We were not at all sure that it *was* sorry and not by any means convinced that it either knew the book we wanted or whether it was on loan or on the shelf".

But, an Inviting Atmosphere.

On the other hand, when the readers go home, it must be possible for them to say "The young lad who received us at that library had such a bewitching smile that it brightened up the whole place, and we felt quite certain that we had come to the right place. Further, in that library everything is made so comfortable. Any day, I shall prefer to spend my off-time there."

GENERAL KNOWLEDGE IN THE ELEMENTARY SCHOOL

1. Nature Study.

BY

Mr. S. Jagannadhan, Kindergarten Assistant, Teachers' College, Saidapet.

Introduction

The teaching of the three R's is regarded as the chief work of the Elementary school. A man's capacity is determined by the general knowledge of things around him. This is acquired by experience in life apart from the school learning one may have had. It is even possible for an individual who has not attended the school to possess more general knowledge than one who has undergone the course in a school. If the aim of the elementary school is to turn out children who will take the place of true citizens, it is essential that they should be equipped thoroughly for it in the school. The school has to be converted into a miniature world wherefrom the child can acquire knowledge. To be exact, the children's powers of observation, enquiry and research ought to be kindled and stimulated.

Subjects and Methods

The scope of general knowledge is very wide and it does not admit of division into watertight compartments. But for convenience sake we divide the subject-matter into six sections.

1. Nature-Study.
2. Geography.
3. History.
4. Civics.
5. Health.
6. Moral instruction.

When the scheme is casually looked at by an outsider, he is likely to be alarmed at the vastness of the subjects and the curriculum, and at the mental strain that these will cause to young children. While we see that there is a need for these subjects we should also realise the difficulties which the pupils will feel in studying these subjects. The latter should be overcome by lightening the curriculum, by making the means of acquiring knowledge easy and pleasant, and correlating one subject with another. Keeping these points in mind, we shall proceed to indicate the broad headings under which each subject can be dealt with.

A. The important lessons in each subject.

B. The methods by which these could be taught.

C. The importance of handwork and other forms of expression work connected with the lessons.

D. Methods for the aquisition of general knowledge,

E. School activities contributing to the growth of general knowledge of children, and

F. The same in the case of teachers.

1. Nature-Study.

Nature Study and object lessons.

Before the inclusion of Nature-study in the Scheme of work in Elementary schools we had a subject known as object lessons. In this age of science, experiment and reasoning, these lessons have been replaced by the former. All lessons in plant, animal and insect life have been included in Nature

study. Nature-study also leads to the observation of common natural phenomena. At the same time, we should also take into coasideration the numerous things which lie outside the scope of the syllabus.

Nature-Study Table

For Nature-study a garden is indispensable. But there are cases where a plot of ground near the school may not be available. In such cases, I think it is possible to make a provision for a "Nature-Study Table". A construction in brick and clay or any substitute will be enough for the said purpose. Flower pots are arranged over it and the following items can be watched with interest.

Experimental Pots.

i. Growing of plants not common to the locality.

I have taken for example the growing of potatoes, onions, groundnuts, ginger etc. not grown in the locality. These create an eagerness in children to observe the growth of the curious plants. In fact everything curious can be grown in the experimental

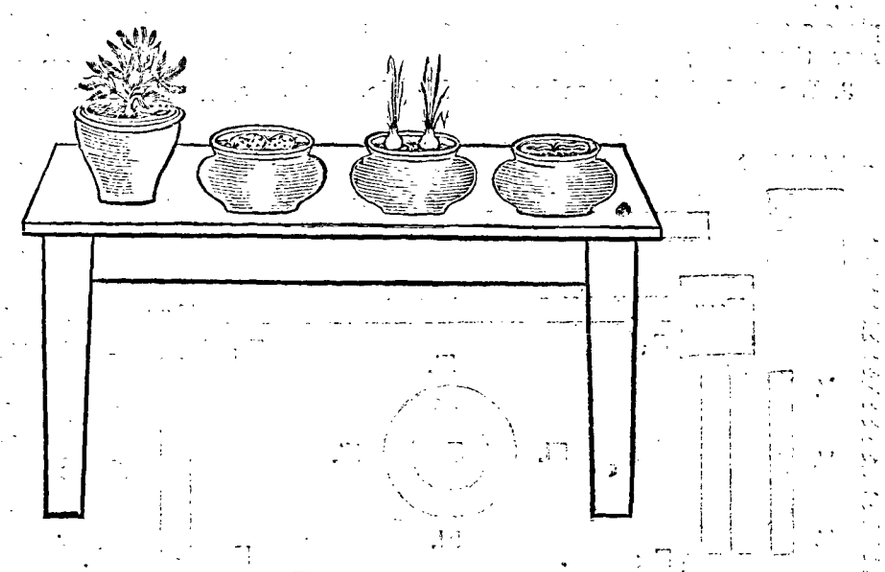


FIG. 1

pots. It may be that some of these would grow well only in particular climatic conditions, but it does not prevent the teacher to make experiments under existing conditions.

ii. One or two pots may be reserved for continued observation *e.g.* the bean, pea or any familiar plant.

Table.

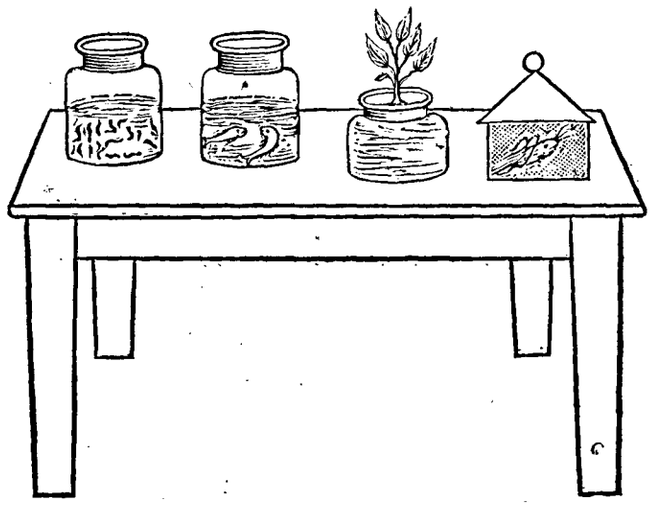


FIG. 2

1. In a bottle grow a croton cutting. Note the roots sent out. Note the time taken by the cutting to grow into a plant.

2. In a bottle half full of coloured ink place a shoot of Balsam and afterwards see how the water goes up the stem.

3. Rear tadpoles in a broad mouthed bottle.

4. In another bottle which may be a Horlick's bottle, study the changes in the life of a mosquito.

5. In a box grow a caterpillar and observe the wonders of creation.

6. In a pot, plant some cuttings and see how they grow and compare with No 1 above

The Garden.

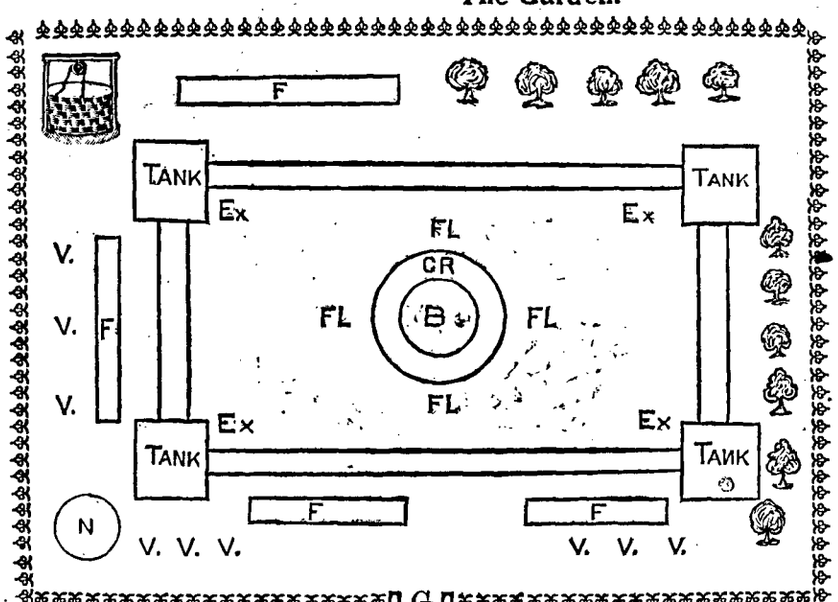


FIG. 3

**** —— Fencing.
B. —— Bower.
G. —— Gate.
C.R. —— Childrens' Resort.
Fl. —— Flower.
F. —— Field.
Ex. —— Experimental Plots.
V. —— Vegetables.

If there is a garden, it can be utilised in growing vegetables and flowering plants. Some important trees such as the cocoanut and the plantain are indeed necessary; other fruit bearing trees such as the guava, the custard apple, the pomegranate can also be grown there.

Children and Garden work.

Each class can be assigned some space in the garden and held responsible for the growth of the plants in their respective plots. The space can be sub-divided into smaller plots each one of them being entrusted to a group of boys. Thus each boy in the school will have a care of the garden and all the boys are responsible for what the garden can show on any day. The fencing may be made up of bamboo posts, casuarina or other plants, common to the locality. Care shall however be taken that poisonous snakes do not have access to it and that hairy caterpillars do not breed in it. The work of the garden should be conducted as shown in the plan. Much work has to be done by a select few and that outside the school hours. For regular observation and record, I consider that the Nature-study Table will greatly help the children. If children of two or more classes come to the garden at the same time, some classes must naturally work outside school time so as to avoid slipshod work. Even in the matter of preparation of plots and pulling out weeds, much work has to be turned out only by a selected few in their spare time.

The garden must also be used for growing plants which the children study in their Geography lesson. Castor, Maize, Indian Corn, Raggy, etc. can be sown and their growth watched under existing conditions of climate and soil.

Nature Calendar.

Another important item of study in Nature is the maintenance of a Nature Calendar, two examples of which are shown below :

May 1930.

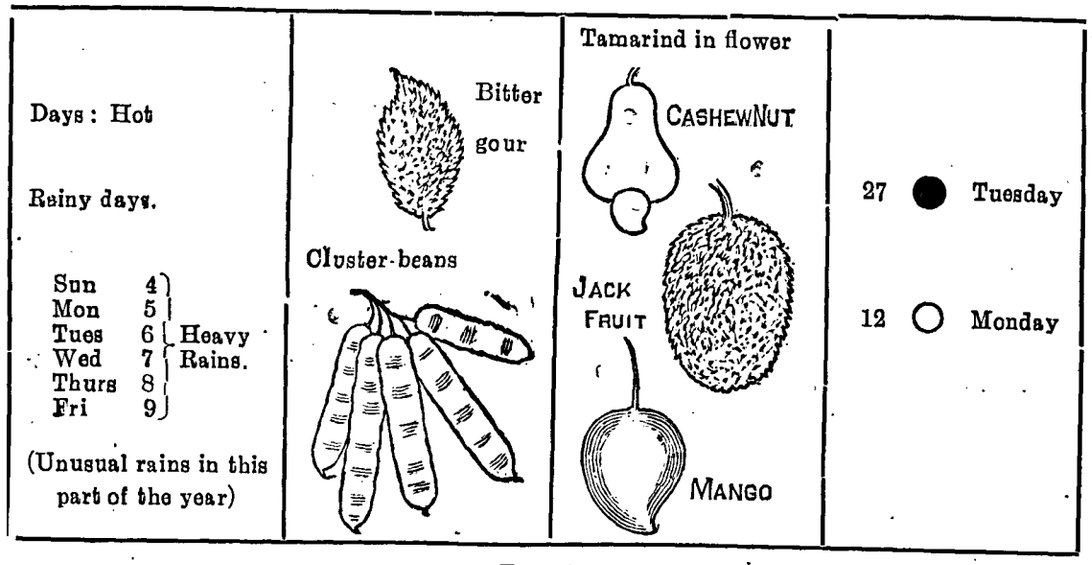


FIG. 4

June 1930.

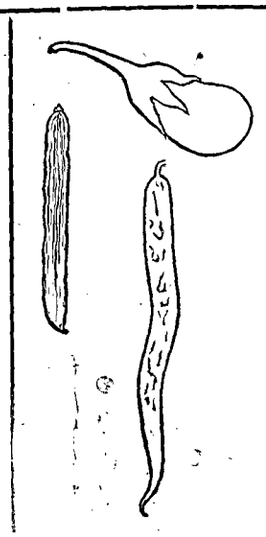
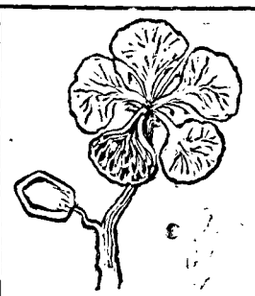
Days hot Rain F: 20 Drizzling and Cloudy from 22nd for a week.		 Gold Mohur In flowers Mango-In fruit	26 ● Thursday 10 ○ Tuesday

FIG. 5

All children should be told to observe the changes they notice in the trees in the locality. They could visit the local market and note the fresh vegetables obtained at a particular time. A chart similar to the above should be hung in each class and entries should be made whenever necessary. The teacher should verify the children's observations now and then.

The last column is reserved for noting down New aud Full moon days, eclipses and other festivals and festivities. The time of appearance of Rainbows can also be noted in that column.

Studies from a Nature Calendar.

The Rainy months.

A perusal of the Nature Calendar will show when the locality experiences the rainy weather: Taking for example my calendar, the following information is available:

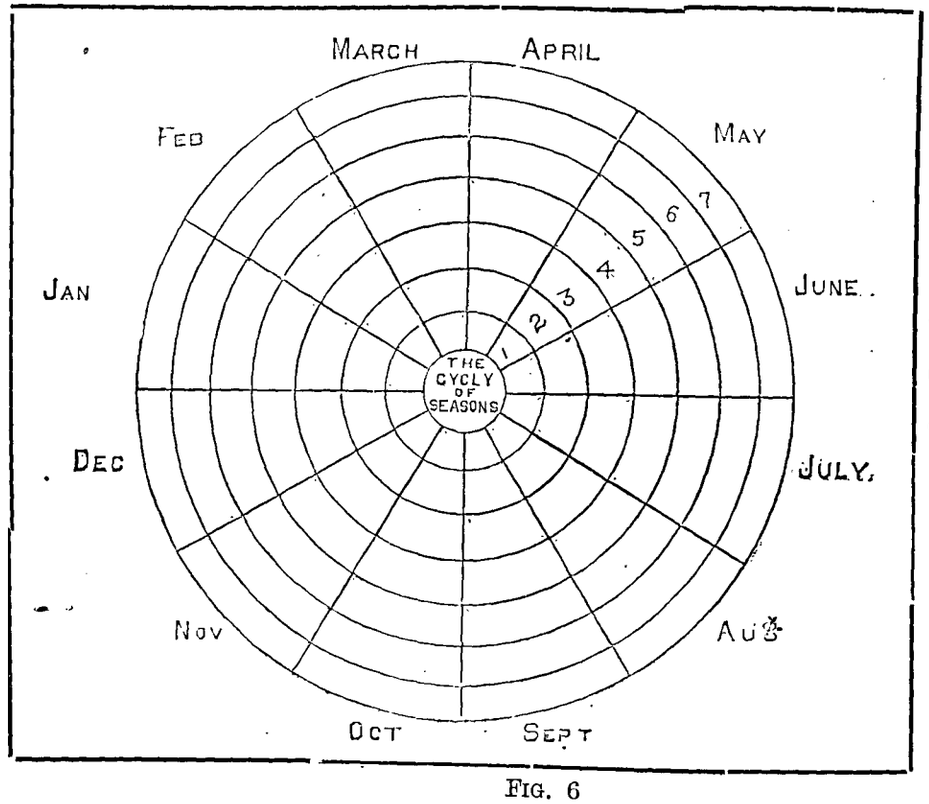
October 1928: Rainy days		October 1929.
7 Sun.	+	9 Wed. –
8 Mon.		20 Sun. Drizzling,
9 Tues.		21 Mon. –
18 Thurs.		25 Fri. +
19 Fri.	+	27 Sun. +
20 Sat.	+	29 Tues. + (Rain throughout).
21 Sun.		
22 Mon.		30 Wed. + Rainbow 8 A.M.
23 Tues.	+	31 Thurs. +
24 Wed.		
25 Thurs.		

N.B. (+ indicates heavy rain.)

This shows that in October we have the rains. In order to verify this, it would be better to have two or three Nature-Calendars side by side. Similarly they can see that in November too they have rains.

The Cycle of the Seasons.

The following figure shows how the teacher can prepare a Nature Calendar for the whole year from the details gathered by him and his children day after day and entered in the Monthly Calendar. This is known as the "Cycle of the Season".



1. Violet: Month
2. Grey: FEASTS & FESTIVALS
3. Blue: Rain
4. Green: Vegetables
5. Brown: Trees
6. Rose: Flowers
7. Yellow; Agriculture

FIG. 6

A study of two or three of these charts will show when the locality enjoys the rainy season, when particular vegetables will be available and when particular trees put forth leaves, flowers, bear fruit and shed leaves etc., the last column is reserved for noting down agricultural operations: From the column "Feasts and Festivals" the children can learn what feasts and festivals occur in certain months;

Feasts and Festivals.

In India all the festivals and festivities have also some bearing on the seasons of the year. The Pongal, for example, immediately succeeds the cold and dewy month of Margali or *Danus*. During this cold month the people keep their houses clean, decorate their houses and observe the last day as a festive occasion, That day they burn all the rubbish and have their houses whitewashed also. The Pongal or Mahasankaranthi is also approximate to the time when the sun makes his march towards the North. Fresh vegetables of the season, new grain from the harvest, new pots, etc., are used that day for cooking purposes. So also the

first day of the Tamil month Adi or Katakam is also observed as a religious and festive day since on that day the sun is supposed to turn towards the South. The eighteenth day of this month is also observed as a festive occasion. The water in the rivers will be full by that time and the village folks enjoy a moonlight feast on the banks of the rivers or canals of the locality. It is also the season for kite-flying for the boys. The fruits of the Jambo and guava are available during Krishnashtami, Ganesha Chathurthi and Saraswathi Puja. Thus the number of examples may be multiplied. There may be feasts and festivities in each province corresponding to those mentioned in the Tamil area.

General Study of Plant Life.

Plants and trees in the village can be observed and recognised. The important characteristics of trees, the colour of their flowers, arrangement of the leaves, shape, size and colour of fruits and seeds can be noted. The different parts of trees can be studied carefully. The parts of a flower and how the tiny fruit appears in the flower can be studied. The several uses of the parts of the tree to the plant itself and to men and animals may also be studied. The several agencies for the dispersal of seeds will form a very interesting study if good examples are taken and demonstrated. Seeds of the catatropis எருக்கை are carried away by wind, man unknowingly acts as an agent, in dispersing seeds, birds and animals in their own way help in the dispersal of seeds and water also does some service in this direction.

Animals, Birds and Insects

Children indeed are familar with birds and other animals and they begin to love a cat, dog or calf from their babyhood. Nature, study should induce them to observe more frequently and collect information about these animals. The pupils however learn some ideas about the animals and birds from their readers. But Nature-study should direct their observation to some outstanding features of common animals. Only after observation they should read the lessons in their readers. Even if they have read about them before, the facts must be verified by observation. This is the real spirit of Nature-study as against the learning of facts in the object lessons. The children can watch the cow chewing its cud, the goat eating leaves, the hen hatching eggs, the kite hovering round a tank or the garuda making its rounds in the sky. The children can observe the teeth and hoofs of animals, make a tabular statement and if possible deduce something from the table. The cat's eyes and the dog's paw should be observed properly. The children should be advised to observe these details at home when these animals come to them to be petted and fondled by them. They can be fed and the details may be recorded then.

The children can collect feathers, feed the chicken and rear birds in cages, they can see what they eat, how they fly, how they cry, how their beaks and claws are adapted to their particular mode of living etc.

Insects

The Nature-study table has provided for the observation of the Mosquito and the Butterfly. The children could also make a list of other insects and study them under the following heads?

1. Name of insect.
2. Harmful or useful : in what ways ?
3. Where do they live ? When do they come out ?

4. How to cure poisonous bites or how to avoid the harmful insects, etc.

The ants can be fed with grains or rice and watched. Cure for snake bites and scorpion stings can be told them. The school can have a stock of Tartaric acid and Potassium permanganate and the teacher could render first aid to any case of scorpion sting. The children can learn how Napthaline balls drive away insects from book shelves. Insects that come out during the rainy season can be entered in the Nature Diary.

Nature Stories.

During excursion times the teacher could make the children interested in Nature stories of plants, animals, birds and insects. There are stories about *Ficus Religiosa* (அரசு) *Holy Basil* (துளசி), *Caletropi's* (எருக்கை), கொன்னை etc., cow, dog. kite, peacock, parrot, etc, These stories bring out some of the characteristics of the above and add interest to the study. More than all they enable children to appreciate Nature and in some measure wonder at the work of God, the Creator. These stories from the Puranas, Myths and legends have to be collected and arranged.

Agriculture.

In all agricultural villages, this should be a subject for compulsory study. Frequent excursions are exceedingly useful to study things first hand. A small plot in the garden may also be reserved for growing paddy etc. The several agricultural operations may be kept in the form of a chart as shown in the Figure below.

The teacher would do well to keep in touch with farmers and learn from them when he could take his children to the fields. Even near the fields the farmer could be asked to explain to the children how the soil is ploughed, the nature of the manure mixed with the soil, how seeds are sown, how transplanting is done etc., as such the children will have correct information from the man on the spot. The teacher himself would be learning a good deal. A record of visits to fields and of what they saw during the visits should be kept by children.

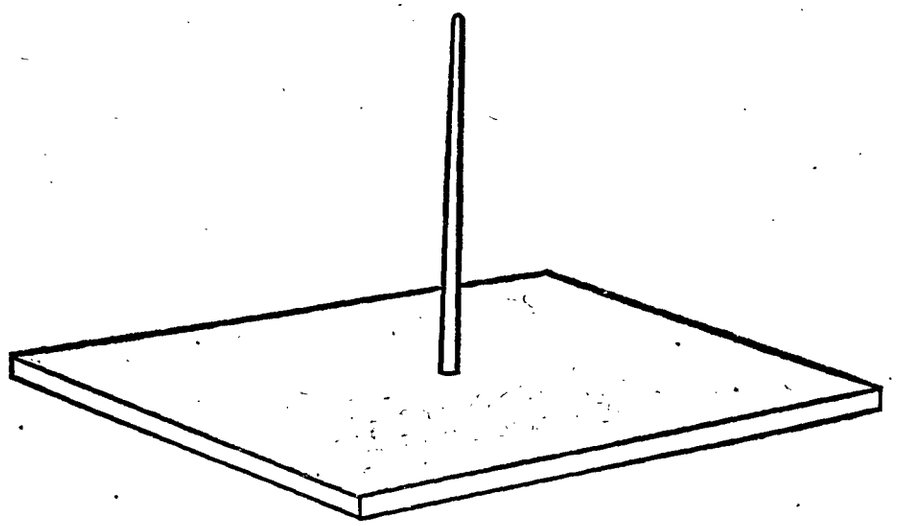


FIG 7

The Sun Moon and Stars.

Observational Lessons.

1. A pole 3" in length may be fixed to the centre of a big carboard and the length of the shadow cast by the sun at the beginning of each hour can be marked.

2. The children can measure the length of their shadows at the beginning of each hour and maintain a table.

3. The calculation of time from the length of one's shadow can also be taught in the higher classes.

4. Have a pocket lens. On a very hot day take the children out and concentrate the sun's heat on a piece of dry twig or cotton. See whether the substance catches fire.

4. Starting from newmoon day, note the changes observed in the growth of the moon.

5. Two pleasant moonlight evenings can be spent in observing the sky and identfying some stars and constellations, *e.g.* The Pole star, The Great Bear, The Origin, Karthigai, Rohini, The Southern cross or Trisangu Swargam, etc. Mythological stories connected with the above are indeed valuable.

These observational lessons will indeed be very useful for pupils in the Night Schools and the teacher should connect school lessons with these observational lessons.

Nature through a Medium.

We have till now studied Nature through the naked eyes and that is what is possible in all Elementary Schools. However as general knowledge cannot be limited, I believe in those schools which are fortunate enough to be near or attached to Secondary Schools furnished with apparatus for Elementary Science, the children could see the wonders of creation through glasses Magnification of a small ant through a pocket lens, the appearance of a drop of blood under a microscope, the sight of the heavenly bodies at a great distance through a telescope and the view of sports through the binoculars—these are indeed nice subjects for observation. Wherever and whenever there is an opportunity for us to widen the general knowledge of pupils and rouse their curiosity we can certainly do so, without the restriction imposed on us by a scheme of work. If facilities in the above direction be lacking, then this item may be dropped.

Common Things.

This is the last item in the scheme which is for the present ignored. Children come into contact with ever so many things such as pencils, paper, slate, chalk, pieces of rubber, ink, etc. They should know what these are, and how they are obtained. Any other information about them may also be given. The teacher could make a list of things about which he can give some information to children and he will also do well to collect the things and stock them in empty match boxes arranged and pasted over a cardboard neatly and nicely.

The following things among others are worth the study of children.

1. *Lac*—(அரக்கு). It is a gummy substance obtained from the Lac insect. It melts and burns. It is used for sealing parcels, etc. It is also used in the making of bangles and other jewels.

2. *Camphor* (கற்பூரம்). It is obtained from the camphor tree. It burns. It is generally used for worship. It is also used in the manufacture of celluloid. It has a fine smell.

3. *Resin* (குங்கிலியம்).—This is also a substance obtained from trees. This also burns. Boys are aware of its use on the Karthigai festival.

4. *Bees-Wax* (தேன்மெழுக்கு).—This is obtained from beehives. The cobbler uses the bees-wax to stiffen the string used for stitching shoes. It is largely used in the making of candles, figures, etc.

5. *Saffron* (குங்குமம்). Finely-powdered Turmeric is added to lime in a certain proportion and thereby saffron is obtained. It is used for caste mark. Children suffering from cold are given an application of saffron on their foreheads.

6. *Frank incense* (சாம்பிராணி).—This is also a gummy substance obtained from trees. It has a fine smell. It is used in worship and in the manufacture of scented sticks. It can drive out foul air and the mosquitoes which breed in the room.

7. *Sulphate of copper* (துருசு).—It is a blue substance obtainable from medical shops. It is added to flow paste as a preventive against insects. It is ordinarily obtained from copper mines.

8. *Sal Ammoniac* (சுவர்சாரம்).—This is generally used in tinning vessels ; the substance is first heated in a piece of broken pot and it transforms into powder. This powder cleans the vessel well and makes the molten tin adhere to the surface of the vessels.

9. *Glue* (வஜ்ரம்).—This is made from the bones of animals. When treated it gives out an obnoxious smell. This is used for binding books, wood and glass.

10. *Assafoetida* (பெருங்காயம்).—This is a form of gummy substance obtained from trees. It is mostly obtained in the Punjab and Afghanistan. It has the effect of adding flavour to articles of food. It is used in medicines also.

11. *Alum.* (படிக்காரம்).—This resembles sugar-candy, children should be careful to distinguish this from the other. If put in fire, water is given off and a white powder is obtained ; this is used for making alum solution the drops of which are applied to sore-eyes. Alum is also used for cleaning jewels, dyeing clothes and tanning leather.

12. *Gum.* (பிசின்).—Good gum is obtained from Acacia (வேலமரம்) trees, and is used for stamps and covers. It is also used in the making of sweets, printing inks aud medicines.

13. *Lime.* (சுண்ணாம்பு).—It is obtained by heating sea-shells in a Kiln, also by heating lime-stones and marble stones. It is used in building houses. It is also used as a fertiliser.

14. *Rubber.*—It is obtained from the milky juice extracted from the rubber trees. It is water-proof. This will melt and catch fire and emit a bad smell when burning. It is made into tyres, wheel tubes and other useful articles. Toys and shoes are also made of rubber. Pencil and Ink Erasers are made of rubber ; the erroneous notion that rubber is camel's flesh should be wiped out from the children's minds.

15. *Pencil.*—So-called Lead Pencil contains no lead at all—It is made from a mineral called Graphite dug out of the earth. It is found largely in Travancore.

15. *Vulcanite.*—The fountain pen barrel is made of vulcanite which is made of rubber and sulphur. That also melts and catches fire. When the cover is light, it is just held over a flame so as to loosen it. Vulcanite is used for making combs, buttons etc.

17. *Slate.*—It is obtained from slate slabs in rocks. The slate is not only used for

writing but also for roofing of houses. The fine powder is made into nice slate pencils.

18. *Lead.*—(காரீயம்) It is obtained from ores dug out of the earth. It leaves a mark when scratched on paper. It will melt. It is used for pipes, types, etc. This is neither used for pencil lead nor tinning vessels.

19. *Mercury.*—(பாதரஸம்). Boys familiar with a thermometer can be told that the liquid which rises with the temperature is Mercury. It flows and runs into particles. It is silvery in appearance. When rubbed against the golden bangles, it changes the colour of the gold. But when the bangle is just passed over a flame it regains its golden colour. Mercury is used in medicines. It is a poison. Mirrors have a coating of mercury at their backs.

20. *Paper.*—This is made of wood of certain fibrous trees. Indian Bamboo trees are also enormously used in the making of paper; rags, grass, etc., are also used in paper-making. A large portion of the production of paper is used for newspapers books, parcels, wrappers etc.

21. *Porcelain.*—(பீங்கான்) A fine earthenware, semi transparent first made in China. (The uses of things numbered 21 to 24 may be got from children.)

22. *Soap.*—A compound of oils or fats with Soda or Potash.

23. *Match.*—(தெருப்புக்குச்சி) A piece of stick tipped with an inflammable substance obtained by mixing phosporous, sulphur etc. The stick when struck against anything catches fire. But now we have the safety matches which will catch fire only when struck against the side of the box.

24. *Glass.*—A combination of silica with some alkaline earth such as lime etc.

Methods calculated to further the study of this subject

1. *Riddles.*—There are ever so many riddles that describe a thing, for example,

(*a*)—is round, has a tuft on its head, has three eyes, has hair over its body. What is it? (Cocoanut.)

(*b*)—is green, has a rough surface, is white inside, and when boiled gives out oil. What is it? (Castor fruit).

It will be interesting to collect these or at best coin new ones. Nature offers great opportunity for coining similar riddles.

2. *Games.*—Different kinds of leaves, flowers and seeds are given to children seated round, and they are asked to name them by being blind folded. They could identify them by touch and smell.

3. *Collection.*—Children have a great fancy for collection. They should be taught as to how to preserve leaves, flowers, etc.

4. *Maxims and Proverbs.*

i. Dig the soil deep = அகல உழுவதை ஆழ உழு.

ii. Sow during the kite-flying season of Adi. = ஆடிப்பட்டம் தேடி விதை.

iii. Even if it be he rice that grows, it will never grow if the husk is removed. = பண்டுமுளைப்பது அரிசியேயானு லும் விண்டுமி போனுல் முளை யாதாம்.

iv. As the bund rises, the water will rise more,
As the water rises, the plant grows taller,
As the plant grows taller, the ears of the corn grow in size,
As the ears grow in size, the harvest becomes rich,
As the harvest becomes rich, the subjects enjoy much,

As the subjects enjoy more, the king has peace and prosperity in the land.

வரப்புயர நீர் உயரும்
நீர் உயர பயிர் உயரும்
பயிர் உயர கதிர் உயரும்
கதிர் உயர நெல் உயரும்
நெல் உயர குடி உயரும்
குடி உயர கோன் உயரும்.

v. As the tiny banyan seed grows into a big tree it affords shelter to a large army.

தெள்ளிய ஆலின் சிறு பழத் தொரு விதை
.....
.....அண்ணல் யானை
அணி தேர் புரவி ஆட்பெரும் படையொடு
மன்னர்க் கிருக்க நிழலா கும்மே.

It would be highly interesting to collect or coin verses similar to the above.

5. *Museum.*—The childrens' collections could be kept in a Museum. The common things shown above, some articles showing the uses of trees, shells, seeds, etc. can have a place in the Museum. Great care should be shown in keeping these from insects, labelling them and providing a guide to the articles in the Museum.

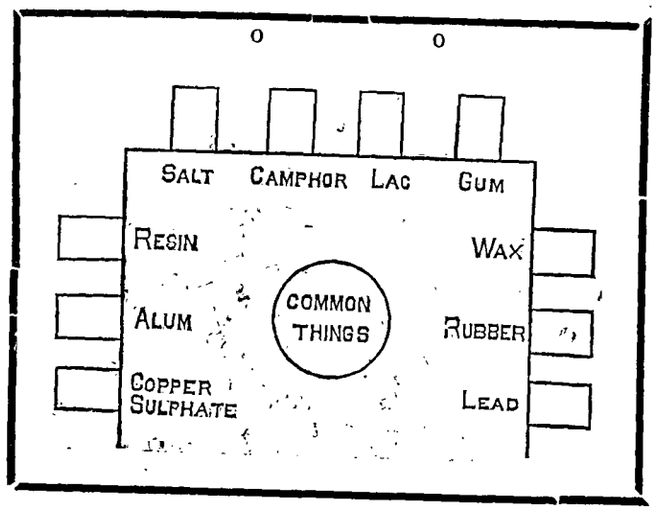


FIG. 8

6. *Exursion.*—It is an enjoyable pleasure trip of an educational value undertaken with a view to study things in their natural or almost natural form, state or surroundings. Excursions to brick-kilns, pottery, anicut, bridges, field-sides, gardens, rocks and hill-sides, sea-beach, market, carpenter's shed, weaving centre, house under construction etc., are exceedingly valuable. It would be interesting to note that children would be able to learn three or four lessons. In an excursion to the vegetable garden they could see not only the vegetables there but note how the seeds of the dry calatropis fruit fly away in the wind. On the way they can study any bird which attracts their attention. Such question as 'why does it rain now? "How is the sound heard from one end of the pipe to the other", will be solved by themselves.

It would indeed be a valuable experience for children if they are taken after a heavy rain, of course under careful protection, and allowed to see the several channels and the water thereof falling into a bigger channel "thus they could follow the course of rain water"; they also float paper boats and enjoy themselves.

Scheme of Work

A scheme of work in Nature-Study must be drafted according to local conditions. All the lessons and topics suggested here can go into a scheme. The scheme should be worked for a year. Any difficulty that is experienced in following it and improvement over the same should be noted. As the teacher is teaching he is also learning and in the light of his own observations a final scheme should be drawn up.

Text Books

Ever so many Nature readers are coming out day by day. Nature-study by the term itself implies studying of Nature. The Text-books do not suggest the methods for observation or the experiments to be made by children, but only give facts. This is far from the aim of Nature-study. Nature herself is the best Text-Book. Children's Record and Nature-charts should prove good Text-books. I consider that if special note books are got ready for use of children they will be valuable.

Eqiupment

One who loves the subject and desires to do his best will very soon improvise new materials. One such example is the germination box. Take any small box without lid. Remove one of the sides and have a glass instead. Fill the box with soil and sow the seed close to the side of the glass. In the same manner make a caterpillar box by providing one such box with a lid cardboard with small holes picked in it so as to admit air inside. Thus slowly the teacher can have complete equipment for Nature study.

Conclusion

I have in these pages outlined an ambitious scheme of work in Nature-study which can be carried out in an Elementary School. If the scheme is attempted whole hearted in *toto* or in parts at least, I fully believe the teacher will have created that spirit of observation, that thirst for seeking knowledge from Nature in children. Let Nature study be the means of educating children by life and for life.

EDITORIAL

Efficiency and Education.

The American is not perturbed when he is required to spend a large sum of money on education. But he does not hesitate to put a natural question whether the society is likely to get an adequate return for this huge expenditure. American Educationists who have been bestowing some thought on this aspect of the problem have begun to scrutinise carefully the details of their "education programmes." They do not take things for granted and the numerous books that have come out recently bear testimony to the sincere efforts they have been making to find a satisfactory answer. People begin to ask whether there is not such a thing as " efficiency engineering" in education which will suggest " new ways and means by which the standard of production can be maintained or improved while at the same time production cost is reduced."

While considering the efficiency of an education programme, we should in the first place try to understand clearly the nature and scope of the " objective" of the programme. Where the objective is elusive or ill-defined as in our presidency, it may be found impossible to get anything out of the education programme. Taking for granted that the objective has been definitely conceived, there are other factors such as funds methods, and subject matter which are variable in their nature and are likely to affect the efficiency of the programme. A detailed investigation of the valuable factors has been undertaken in America so as to ensure adequate return for the large expenditure. There is a great stir among the American educationists. Their selfless and patient work should prove a valuable lesson to teachers in other countries, especially to teachers in our presidency. It should compel our teachers to ask themselves the question whether there is such a thing as an education programme with a definite objective. Is it not a fact that they see wastage all round but yet continue to work the machinery without pointing out to the public the in-efficiency or barrenness of our educational system? Those who have got experience of administration will however be quick to perceive that this obvious irresponsiveness of the profession is an indication of the *low morale*. The authorities and the public cannot any longer afford to be indifferent to this *low morale* of the profession if they be really interested in an efficient education programme." "Where the morale, especially what may be called professional morale, is low, the efficiency of the teaching will undoubtedly be correspondingly low. Under low morale conditions any form of professional improvement will fail to function with any high degree of efficiency, no matter how well the machinery may be established and operated. . . . . In many educational organisations, probably the one greatest cause of inefficiency is low morale brought about through the "military" type of control, and dissatisfaction brought about by unjust or unfair administration." We appeal to the authorities to take steps to improve the morale of the profession and to give the profession its legitimate place in the sphere of education. Whatever may be the attitude of the authorities, the duty of the teaching profession in the comparatively poor presidency of Madras is plain. It owes it to

tself to make a careful study of the present education programme and to go on agitating for suitable modifications.

* * *

Vigorous Mind!

The South India Teacher's Union has been appealing to its affiliated associations to throw open membership to inspecting officers and others interested in Education. They are further advised to invite to their gatherings public men in the locality so as to give them an opportunity to gain an idea of the problems that confront the teaching profession. We are glad to find that Mr. K. V. Subba Aiyar, the District Educational Officer of Trichinopoly, found it convenient to preside over the meeting of the District Teachers' Guild of Trichy. Occasions such as this should, we believe, be welcomed by the educational officers themselves. Their wide experience and their assured responsible position in the educational service should certainly make it possible for them to make an earnest appeal to the profession to form an opinion of its own regarding educational questions and to promote the educational progress of the province. A good opportunity will be considered to have been lost if on such occasions these distinguished persons should choose to indulge in "common-place statements". It is becoming too common in our presidency for persons in power including the minister for education to give expression to such truisms in important conferences and make no reference to the momentous questions that are constantly brought to their notice. Mr. Subba Aiyar should have known that there is nothing new in saying that there are different kinds of managing bodies dealing with education and that the tendency of human nature is to buy in the cheapest market. Is it any consolation for the teacher to be told repeatedly that the management should not be blamed and the Government has been considering the question of security of tenure of service of teachers? The authorities and the public seem to forget that the unsatisfactory condition referred to above is as old as the history of western education in our country. We are thankful to Mr. Subba Aiyar for the appeal he has made to teachers to strengthen their organisation. Teachers are after all human beings and their faith in organisation and constitutional agitation is apt to be shaken when no attention is paid to their representations. They are entitled to demand a plain answer to their simple question. There is no indication that the seriousness of the problem has been realised by the minister who is holding the portfolio of education. Nor is sufficient pressure brought to bear upon him by the department which is thoroughly familiar with the deplorable state of affairs. Its policy is "to get on." If the teaching profession had a representative in the legislative council, he could have enlisted the support of other members of the legislature and driven the minister to a corner. As it is, there is not even one who is satisfied with the way in which education is administered. It may therefore be interesting to know what the Royal Commission on the education system in Victoria has stated in a similar situation:—"We have placed on record our view that the department has not been progressive; further that certain tendencies of late years have been reactionnary."....

"It is apparent that the mere recommendations as to reform by the addition of new

subjects or methods of instruction will prove valueless if the execution of the reforms be entrusted to supine or incompetent administrators. . , ... The educational head must be a man of vigorous mind. A great department cannot administer itself. The most cunningly devised scheme of regulations cannot dispense with some intelligent personal administration.

"We are satisfied not only by the current experience of the adjoining colonies, as well as by study of the English Scotch and other systems, that the educational head of the department must be invested with—and, indeed, trusted to exercise a large measure of individual responsibility. His position is that of the intellectual centre of the system. Without an intellectual centre the system becomes an art. The Inspector-General should be in actual touch with the life and teaching of the school—familiar with its work, not merely by reading written reports or studying automatically ascertained percentages, but by actual observation of school work and teaching in the various districts of the colony. This is not a mere counsel of perfection but is possible of fulfilment."

* * *

Public Opinion!

The address which Dr. Subbarayan had delivered to the graduates admitted to degrees at the convocation of the Senate of the University of Madras follows the usual convention and abounds in exhortation and appeal. Time was when the public listened with admiration to such exhortations. A definite change in the point of view has been brought about and the public does not take the addresses at their face value. It does not think very much of any address when it happens to feel that there is a wide gulf between precept and practice. It is something that the minister for education has seen fit to attach importance to "public opinion." He complains that the university of Madras has not taken steps towards developing a corporate life and organising university athletics. He seems to feel that opinion has been tutored to think that the university exists mainly for its academic instruction, and its examinations. It is not strange that Dr. Subbarayan who is interested in games should lay stress in athletics but we wish he had remembered the importance of athletics while fixing the amount of the Block grant to the university of Madras. The reference to the public opinion will be more appropriate elsewhere and it is expected of ministers responsible to the legislature to mould the public opinion. Who will undertake the task of "tutoring" the public to think that the university degree should not be regarded as a passport to government service? We agree with the minister for education in his view that "it is false sympathy and no kindness to promote unfit candidates and to increase the army of the educated unemployed by large numbers of persons relatively ill-equipped for the battle of life." Observations of this kind need not have been reserved to the secluded corner of the Senate House. Dr. Subbarayan would have done great service if he had placed these views before the public audiences he had addressed in the course of his ministerial tours and built up a sound public opinion which will insist on high standards being maintained. Persons of his standing should impress upon the members of local bodies and of private managing committees that it will be improper for them to interfere with the internal administration of schools

such as promotion and selection and pave the way for sound education by bringing into existence a healthy public opinion.

The minister has done well to warn the graduates of the danger of thinking and acting in terms of the community or caste. The graduates who were scanning this part of the address could not help thinking of the Government order issued at his instance, which requires admission to the Government colleges to be determined by communal considerations. If he should pay a visit to the Presidency college when the admissions are on he will realise the extent of the injustice done to a large number of deserving students under the pretext of securing equality of opportunity. The proper course for a minister who is advising to be true to the ideals will be to take steps to increase the accommodation and equipment in the colleges. The appeal he has made to the women graduates is opportune and we feel sure that they will not be unwilling to bear their burden in the years to come.

* * *

None to hear ! !

Our local bodies are not keen on winning the good opinion of the public whose interests they are expected to promote. Their methods are inscrutable. The way in which their schools are administered does not redound to their credit. The Government should lose no time in instituting an inquiry into the administration of schools by local bodies. The reports which reach us now and then from different districts are disquieting. Now it is the turn of Hospet municipality to adopt novel and original methods in regard to the administration of the High School. The Teachers' Association of the High School has been compelled to approach the Director of Public Instruction and the representation it has submitted sets forth their grievances and ends with an appeal to him to redress the grievances of the teachers. We believe the Hospet High School is a School, the net cost of which is met by the Government and it rests with the director to maintain the dignity of the profsssion and to impose confidence into the minds of teachers.

The facts of the case are these. The Municipal High School has been gradually growing in importance. The total expenditure in the school has increased owing to the provision made for new courses and also owing to the revision of the salaries of Pandits and secondary grade teachers. The councillors seem to have been upset by the increase in the expenditure and taking advantage of a slight fall in strength of the fourth and fifth classes they have decided upon a retrenchment scheme. We understand that a general notice was served on all the employees that certain posts would be abolished. The names of permanent teachers whose services were proposed to be dispensed with were announced. It is alleged that the services of incumbents whose posts were not proposed to be abolished were also terminated. Soon after the termination of services of teachers on the 1st April, some of them were, it is reported " ordered to produce fresh applications for appointment." These were entertained on a lower salary and they were for all practical purposes treated as fresh entrants. Thus one Mr. Ragunatha Rao, a permanent teacher of about 11 years of service drawing a salary of Rs. 58 was relieved in the 21st April but was re-employed on a salary Rs. of 45-8. Mr. V. Srinivasa Rao in the service for 11 years and drawing a salary of Rs. 52 was re-employed on a salary of Rs. 42-8.

The representation of the High School refers also to other grievances. We are told that the salaries are not disbursed in time and that the teachers are denied the privilege of the provisions of the leave rules. Teachers, it is stated, are granted casual leave even for one day on loss of pay. Lastly teachers are forbidden to submit any representation through the educational authorities.

The situation in Hospet should be regarded as serious if the facts contained in the representation be true. The teachers have approached the members of the council but they cannot get relief. It is too much to expect the public of that place to disapprove of the action of the council. The council which depends upon the Government for grant does not want to face the educational officer who alone may be competent to give proper advice. It seems to us that no case for the abolition of posts has been made out. The re-appointment of certain teachers on a lower salary raises a number of points which it is unnecessary for us to mention here. The local bodies do not mind an increase of expenditure on roads, engineering staff, and office-establishment. So great is their concern for the education of the children in the locality that they think of applying the " Geddes axe" to education in the first place. They deal with schools in much the same fashion as the street urchins do with the Dragon flies. The Government go on watching the mischievous pastime of their grown ups, the local bodies. The saving that the Hospet Municipality could have managed to effect by this questionable procedure is negligible, but it has by its action lost the confidence and good-will of teachers. Is it really too much for a council consisting of influential men of the locality to appeal to the public and to collect funds needed to maintain the single High School in an efficient condition ? It is our conviction that the local bodies have a great and important part to play in the future development of our country. It is our hope that the public men who wield the destinies of local bodies will show by their selfless work and earnest endeavour that the administration of the country in wider spheres may be safely entrusted into their hands. We hope the Hospet Council will not stick to prestige but will be generous enough to do the just thing and to restore confidence.

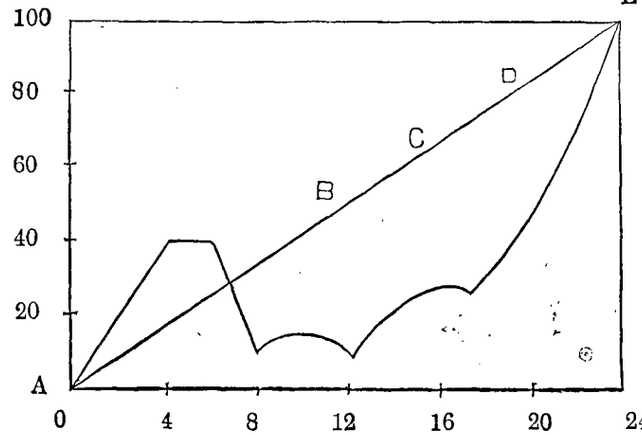
GLEANINGS

"The Dandelion and the Jack"

(From the Universities Review October, 1928.)

Is there really any reason why we should have a "matriculation qualification at all"? The usual argument for it is that unless you insist upon some standard of proficiency at entrance you will inevitably lower the quality of university work, and diminish the splendour of the degree.

But this argument rests upon an erroneous assumption. It implies that a student who reaches, let us say, the standard of the M. A. degree in his twenty-fourth year will always be a student who has reached something which we call matriculation standard in his seventeenth or eighteenth at the latest. It is, in fact, an illustration of that remarkable *petitio principii* upon which the whole of our educational system rests, *viz.* that the mental development of the young human being is regular and continuous, and that it can be represented graphically by a straight line.



You start at zero and you reach a standard which we will represent by a hundred percent (E). Very well then, says Orbilinis, your progress between these two points will be found to be along practically a straight line A. E. At the age of twelve years you will have reached the mental elevation represented by the point B (or about 50%) Do you doubt it? Try to get into a public School with something less. At sixteen you will have reached the School Certificate standard at C and at eighteen or nineteen at the latest you will have risen to the attitude of the Intermediate or Higher certificate represented by D.

It is no good saying "I have not reached this standard yet, because I happen to be progressing in a series of most subtle and interesting curves, but I expect to reach a much higher standard next month". Orbilinis has no use for curves. Pass your matriculation at C, pass your intermediate at D, or he will take it up on him to say that you cannot possibly reach the dizzy height represented by E at the time appointed, and that you must either try again or clear out.

Now as a contrast to this hypothetical progress of the human spirit along a straight line, I have included in the graph a curve representing the actual growth of a dandelion during the twenty-four days of its flowering and fruiting. Allow days to stand for years, and it will be seen that this harmless and quite healthy vegetable would have been ploughed in common Entrance, ploughed in the School certificate, ploughed in Higher certificate, ploughed in the Intermediate, ploughed in every conceivable test that our educational system would apply. And yet I am assured by the learned colleague who furnished me with the illustration that it was a perfectly good Dandelion, and that when it sat for its final examination, as it was allowed to do, by special grace it took a brilliant first and produced as fine a "clock" of seeds as heart could wish.

Why should we disqualify the type of mind that grows like this? That it exists in profusion no tutor of experience will deny. Our students, even though they reach us sifted and standardised by the matriculation apparatus, vary so much in their rate and manner of progress that it is often quite impossible to predict even what class they will take to say nothing of weightier matters. *Variumet mutable semper* is the only motto for the human spirit in its flowering period. And yet we go in cheerfully assuming or pretending that its movement resembles that of a hydraulic jack.

Indeed, so confident are some Examining Boards of the regular and calculable nature of the human material with which they deal, that they will undertake to say not only what standard a likely boy or girl ought to have reached at the age of sixteen, but also what percentage of boys and girls will, in fact, have reached it. If you examine for one of these Bodies and plough or pass a larger percentage than usual, you are confronted with statistics based on the results for former years, and invited to reconsider your marking in the light of them.

It is at this point that ineptitude becomes indistinguishable from mere charlatanry. The professed purposes of these Educational Bodies is to find out how many boys and girls have reached a certain intellectual standard in a given year. To decide before hand what proportion of them will have attained it, and then manipulate the marks until they support the foregone conclusion, is to commit an act which, if it were not evidently lunatic, would be called a gross imposition on the public.

But we need not wonder that such abuses occur, as long as the psychology underlying our examination system is so absurd. Once assume that all intelligent young people develop mentally along a straight line, and there is no end to the statistical hallucinations that become possible.

What we need is a little more imagniation and fewer card indexes. Instead of emphasising the importance of these qualifying examinations, as we do at present by our system of credits and exemptions, we ought to confess frankly that they are quite useless as a test of real capacity, and do everything in our power to destroy the adventitious value which they are daily acquiring in the eyes of the public.

It is no good looking to the Board of Education for help in this matter. Scratch the Board of Education, and it merely *exudes another examination like an overfed aphis.* The remedy lies in the hands of the universities and in theirs alone. Let them give up this system of matriculation and exemptions altogether. Let them open the doors to any young man or woman who has the ambition to pursue higher studies. Let them develop, if they must, an apparatus of selection within their own walls, instead of throwing that part of their work and responsibility upon the schools.

The pressure on the schools has become almost intolerable under this system of qualifying examinations, and thousands of young minds are clouded and discouraged every year by their failure to reach a standard which, if they only knew, preserves, no validity whatever, and exists simply to save their elders the trouble of thinking.

Scrap the lot. Defer judgment in these matters to the latest possible moment. Let the tares and wheat grow together until the harvest—the final university examination—and only then dare to pronounce. Even then it must be done in fear and trembling. For after all who knows that the judgment may not be premature? Remembering the dandelion, I conceive it possible that a student might fail in every selective test that a university could apply—including the final examination itself and yet might be following a curve of development which, a year or two later, would put him as high as the highest. It is never too late to mend. It is always too soon to judge. The function of an ideal university would be, not the granting of degrees, but the devising of truthful epitaphs.

J. C.

Report of the University Grant Committee, Great Britain.

With the current academic year has ended the five years for which the parliamentary grant for universities and universities colleges in Great Britain was fixed at its present figure £ 1,550,000. Since 1919 the duty of advising the government of the day concerning the financial needs of these institutions has been discharged by the university grants committee and this body has accordingly been engaged during the past twelve months in visiting them. In the light of the personal knowledge these acquired and the various returns annually submitted to it, the committee has prepared a review of the period 1923-24 to 1928-29 and a report on present needs and problems.

The financial resources of the universities of Great Britain are exhibited in some detail in the report for 1928-29. The incomes amounted in the aggregate to £ 5174510 and were derived from (*a*) parliamentary grants, 36%. (*b*) fees, 31%. (*c*) endowments 14%. (*d*) grants from local authorities 10%, and (*e*) other sources 9%. The proportion of parliamentary grants to total income rose from 35.4 to 37 8% and that of fees to total income fell from 33.7% to 29.8%. The committee concludes an enunciation of the question of the increasing dependence of universities on state aid with the observation that the large increase in the grants given by the state five years ago has served to stimulate rather than to discourage the generosity of the other bodies and individuals to whom they have to look for support.

That dependence is about to be further increased by the raising of the amount of the annual Treasury subvention from £ 1550000 to £ 1800000. The report stresses in this connection the fundamential importance of the teaching-staff and the library and expresses the hope that one of the first uses to which the universities will put any increase they may obtain in their annual incomes will be to improve the lot of teachers of the senior lecturer class, many of whom find themselves in a serious plight. (From Nature).

UNION NOTES

Election Fund

The Treasurer S.I.T.U. acknowledges, with thanks, the following sums of money subscribed for by members of the Madras Teachers' Guild to the S. I. T. U. for conducting the election to the University Constituency :—

	RS.	A.	P.
Mr. P. A. Subramania Aiyer	10	0	0
,, S. K. Yegnanarayana Aiyer	10	0	0
,, K. Rangaswami Aiyengar	5	0	0
,, M. S. Kotisewaran	2	0	0
,, A. K. Krishnaswami Aiyer	1	0	0
,, T. K. Sundararaja Rao	1	0	0
,, E. Bhashiakacharlu	1	0	0
,, N. C. Srinivasachari	1	0	0
,, C. S. Ramiah	0	8	0
,, K. Govindachari	0	8	0
,, R. S. Subramania Aiyer	0	8	0
	RS. 32	8	0

The following subscription have been promised :—

	RS.	A.	P.
Mr. M. S. Sabhesan	5	0	0
,, V. Rangaswami	1	0	0
,, N. Kishnamachari	1	0	0
,, M. V. Doraswami	1	0	0
,, P. Vaidyanathaswami	0	8	0
,, V. K. Souri Rajan	0	8	0
	RS. 9	0	0

The Council of the Madras Teachers' Guild at its meeting on the 11th August 1930 resolved that it be a recommendation to the Guild that a sum of Rs. 50 be donated to the S.I.T.U. for the University constituency election.

Defence Fund of the S. I. T. U.

	RS.	A.	P.
Already acknowledged	32	0	0
Mr. Aravamuda Aiyangar, Madura	2	0	0
A Sympathiser 1-st instalment	5	0	0
Mr. S. Satyamurthy B. A. B. L.	15	0	0
	RS. 54	0	0

S. I. T. U. PROTECTION FUND.

List of members—(*Contd*).

Reg No.	Name.	Designation.	Place.
476	Mr. S. N. Hariswamy	Sec. Grade Teacher, Board Middle School	Aundiyar.
477	,, G. G. Rama Iyer	Teacher do.	do.
478	,, N. Parthasarathy Iyengar	,, do.	do.
479	,, Jangam Veerabhadrayyar	Headmaster, Board Hindu Boy's School	Dornipad.
480	,, G. Srinivasa Rao	,, Board Ele. Boy's School	Kalathur.
481	,, S. C. Abel	Asst. E. V. L.M.F. School	Purasawalkam.
482	,, D. P. Ambrose	,, do.	do.
483	,, S. Krishnaswami Iyer	,, do.	do.
484	,, D. D. Fenn	Pasumalai High School	Pasumalai.
485	,, P. A. Ramachandran	Asst. Hindu Theological High School	Sowcarpet.
486	,, T. Venkatraman	,, Municipal High School	Udumalpet.
487	,, V. Kuppuswami Iyer	,, National College H. S.	Trichinopoly.
488	,, G. A. Ramachandran	,, A. C. High School	Pallathur.
489	,, P. R. Subramanyam	Clerk do.	do.
490	,, T. S. Srinivasa Rao	Headmaster, Board Boy's School	Tiruppalany.

S. MADHAVA RAO,
Secretary.

NEWS AND NOTES

Some Interesting Figures

The National Education Association of the United States will pass a new milestone in its career when a seven story office building, costing $400000, will be erectedlas an annex to the present building in Washington, District of Columbia. The new unit is necessary to provide the additional space demanded by the growing needs of the organisation which has expanded from a membership of less than 10,000 in 1918 to more than 200,000 in 1929.

Teachers in the Soviet System of Education

What part do the teacher play? Through their representatives in the school committees they help to direct each self governing school. Through their union they assist in the moulding and developing of the new educational system. Much that has already been achieved is due to their efforts and their enthusiasm and devotion, coupled with the earnest co-operation of their fellow-workers and of the scholars themselves promise even greater successes in the future." writes H. S. Weller in *The School master and the Women Teacher Chronicle.* 14th Aug. 1930.

The Craze for the Matric!

"For certain professions, examinations,—matriculation, among them—are necessary, though even here we do not see that to arrange a narrow escape from brain fever is a sure test to intelligence. But to make 'matric' the magic key that will open any and all doors is nonsense. There are a lot of brilliant fools in the country who never tried it, who even failed to pass its rigours. And they are doing nicely, thank you"—*Daily Dispatch,*

Why has August 31st days ?

This being the sixth month in the old Roman year, was known to them as Sextilis. When Julius Caesar reformed the Calendar he gave July thirty-one days and this month thirty. Later when Augustus Caesar was emperor, the Senate re-named the month in his honour, and, to make it equal in length to the month of Julius, one day was taken from February and added to August. The Saxons called it *Wead monat wead,* a name signifying the beautiful harvest covering the fields. *The Schoolmaster and the women Teachers Chronicle.*

A Floating Open Sir School.

The floating open air School which is being specially provided by the Grand Union Canal for the education of Canal boat children, will be dedicated by the Rev. Dr. A. H. Browne, Bishop of Bermuda on Monday September 29. The floating school which has been constructed at Rickmansworth, will have accommodation for forty children and will be used also as a Mission boat for canal workers. It will be moved at West Drayton on the edge of a grassy field which will be used as a play-ground.

Swedish Teachers.

Mr. F. W. Goldstone, recently on a visit to Sweden, writes to *the School-master and Women Teachers Chronicle* :—

The Swedish Teachers Union number 18,000 members of whom approximately 12,500 are women. The problem of difference between the salaries paid to men and women teachers has arisen in Sweden but has not produced that foolish antagonism which prevents complete co-operation between the two sexes in England. Swedish teachers exercise considerable influence in their national affairs. Three members of the executive of their union are in the Upper House of the Legislature and three other members are in the second chamber. Members of both chambers are elected. Those in the Upper House are chosen on a basis of proportional representation by bodies corresponding to our County Councils. The members of the lower house are elected on a basis of adult universal suffrage. If a teacher is elected he is not required to resign his seat but a substitute is found during the first half of the year when Parliament is in session.

W. F. E. A,

The Fourth Biennial Conference of the World Federation of Educational Association will be held in Denver, Colorado. during the last week in July in 1931. Denver is admirably situated for such a gathering on account of the beautiful country and favourable climatic conditions.

School Journeys.

A party of 30 boys from the public Schools of England sailed for East Africa on August 1st under the auspices of the School Empire Tour Committee. The party will be away until November.

For the first time perhaps an exchange of pupils between Germany and Scotland has been effected. 20 German School pupils spent a month at Kilsyth Academy which in turn sent 20 pupils to Germany.

From Japan.

[We are obliged to Dr. J. H. Gray of the national Y. M. C. A. School of Physical Education, Royapetta, Madras for the following interesting account of a lecturing campaign in Japan—Eds. S. I. T.]

Japan—Earthquakes, Proverbs, Lectures Research.

C. H. ROBERTSON

In six weeks' lecture journeys through Japan there were many surprises.

An earthquake shaking the bed awakened me. I was delighted to find myself repeating one of fifty proverbs I had been memorizing in Japanese: "Monzen no kozo narawanu kyoo yomu", that is, "The boy in the temple gate—without having studied—is able to read the classics". That's close to the "technique of consciously stimulating unconscious processes"—a tool that for many years has been a miracle-worker for me. It contains, I think, enough dynamite to work a revolution in modern education.

Tokyo, reconstructed in six years after the great earth-quake at a cost of seven hundred million yen, now surpasses many Western cities.

In the Japanese Government Research Bureau on Laguage Teaching I learned interesting new things about English and had striking confirmation of some of my own conclusions in the language study and teaching.

The Far Eastern Olympics including India, the Philippines and China revealed by Japan's sweeping victory that her competitors were outclassed.

It was a great experience to skirt beautiful and majestic Fujiyama on a flight from Osaka to Tokyo in one of the Japan Air Transport Company's planes. The Company provides daily service over a ten-hour flying route connecting Tokyo through Japan and Korea to Dairen in Manchuria and thence by rail via Siberia to Europe. Mr. Nishino, the organizer and President, is an earnest Christian and an effectively working member of the Board of Directors of the Tokyo "Y".

The Tokyo Institute of Physical and Chemical Research demonstrates Japan's scientific progress. It is over twelve years old, has 36 buildings, assets of more than 7000,000 yen and an annual budget of Yen 592,353. Its research group numbers 256 with an auxiliary staff of 305 serving 22 Departments. They have secured 241 domestic and 76 foreign patents and 34 other items that help industry, reward the researcher and enlarge the Institute. Its publications in several languages are available to all. Its organization is "personalized", and very original. Its work is significant for Japan and the whole world.

A day at the Nikko shrines impressed me profoundly with Japan's love of beauty and reverence in religion.

I was surprised by the depth and extent of the consideration of religion in Japan. Tokyo had just celebrated the twenty-fifth anniversary of the establishing in the Imperial University of the chair of Science of Religion. The veteran scholar of international renown, Dr. M. A. Anesaki is head of this Department. The celebration under his leadership was in the form of a National Convention on Religion, accompanied by an exhibit, with some forty papers, the result of deep thought and research. What a background for a Demonstrated Lecture on Religion and its "Ten Point Application".

Our lecture campaign was initiated by M. Kakehi and B. Matsuzawa of the National "Y" in co-operation with the Imperial Department of Education. It included schedules in eight cities. 90% of the days it rained, but students, teachers and educators generally crowded the hall to the limit. T. Nara and S. Nagai, two engineering trained "Y" secretaries, did miracles in interpreting.

There were two days at the Imperial Naval Engineering College, made possible through the affectionate regard in which our own Dr. Elmer A. Sperry of Gyroscope fame was held in Japan. It was most interesting to be entertained by Vice-Admiral Kiyokowa who was aide to Admiral Togo in the Russo-Japanese naval battle of the Korean Straits one of the most critical events in modern Japanese History.

I attended the National conference of "Y" secretaries. How fervently I wish I had one life to give to lecture work on a national scale in Japan and another to accept the invitation for lecture work and its development in Tokyo alone.

Where else can be found a city with 99 Colleges and Universities enrolling more than 111,000 students ?

This very beautiful and so appreciated new Tokyo "Y" building recently dedicated is presided over by an able Board of Directors and a great General Secretary, Soichi Saito. Three Western secretaries help: Durgin of Dartmouth, patterson of Toronto and F, H. Brown whose Physical Education contribution was recently recognized by a presentation from the Department of Education. You in America and Canada are to be congratulated on what you are doing through these men and Phelps, Converse, Sneyd, Jorgensyn and Trueman, your "Y" secretaries, in aspiring, intelligent, hard-working, courageous Japan.

Shanghai, China.
July, 25, 1930.

Most cordially yours,
C. H. ROBERTSON.

FROM OUR ASSOCIATIONS

The Anantapur District Teachers' Guild

Proceedings of the Executive Committee meetings No. 1 dated 16 8-30 held at Anantapur at 1-50 P. M. at Municipal High School, Anantapur.

All the members were present.

Read interim report of the Secretary and his memorandum dated 4 4-30 circulated to members, and the action taken thereon by the Secretary.

The action of the Secretaty is approved.

(1) that Mr. C. Ranganathan be a delegate to Educational Conference.

(2) that the Guild be affiliated to the S.I.T.U.

(3) that Mr. C. Ranganathan represents the Executive on the Board of the S. I. T. U.

II. Read interim report of the Secretary dated 15-8-30 on the activities of the Guild from the date of the previous report referred to in If

Recorded.

Arising from Mr. Apparao's report, it is resolved to reprint the rules of the Guild in Telugu.

III. Read report of the Secretary who attended the 22nd Provincial Educational Conference at Coimbatore in May, 1930 as a delegate of the Guild.

Recorded.

IV. Consideration of the proposal of Mr. K. C. Seshan re-propaganda by the Secretary to enlist more members.

that the two secretaries be requested to induce the teachers' organisations of the Penukonda and Hindupur taluqs to affiliate themselves to the Guild.

V. The appeal of the S. I. T. U. for a Defence Fund.

Deferred; to be raised again at the annual eeting.

VI. The appeal of the S. I. T. U. to support the candidature of Mr. S. K. Devasikhamani to the University seat on the Legislative Council.

Resolved to support the candidature of Mr. S. K. Devasikhamani to the Legislative Council, representing the University.

VII. Arrangement for the annual meeting of the Guild.

That we authorise the Vice-President and Joint Secretary at Anantapur to make the arrangements for the Conference.

VIII. The All Asian Federation of Teachers' Conference at Benares in December, 1930.

That the managements be requested to permit teachers attending the Benares Conference to have leave for a few days prior to and in continuance of the Christmas holidays; and to treat those days as on duty.

IX. Place of next Executive Committee meeting.

At Anantapur before the annual meeting.

X. Holding of classes for rehearsal courses in Geography, Elementary Science under the auspices of the Guild.

Since the Government have not complied with our request, that this Guild will take up the work and organise the course prior to the next hot season.

XI. Travelling of members of Executive Committee.

That the fare of Mr. K. C. Seshan (Rs. 2) be paid.

SANCTIONED.

(Sd). F. MALTUS SMITH
President.

(True Copy)

(Sd.) C. RANGANATHA AYENGAR.
Secretary.

DISTRICT TEACHERS' GUILD, TANJORE.

A meeting of the Guild was held in the premises of the Atheenam High School, Tiruvedamarudur, on Saturday the 6th September, 1930, at 2 P. M., Rev. N. G. Ponniya Presiding.

The proceedings began with a prayer and a welcome address by Mr. N. Paramasiva Aiyer, B. A. L. T., President of the local association. Mr. Saptharishi Aiyer of Mayavaram opened a discussion on "Religious instruction in Secondary Schools." He observed that, owing to the absence of religion in the Curriculum, religious life was deteriorating and moral and spiritual equipment for the battle of life was being sadly neglected. He was of opinion that neither the secular nor moral instruction as given now could be a substitute for religious instruction, as they were lacking in spiritual basis. He pointed out how religious study and practice could develop physique and powers of logic. He thought that religious education was indispensable at this time of political strife. He deplored that there was not much of experimenting in the south, in the matter of religious education. He explained the existing difficulties in the way of religious instruction and suggested ways and means for overcoming them. He also outlined a rough scheme for teaching religion in High Schools. Lastly he emphasized that religious life ought to be lived.

This was followed by a very lively discussion in which many took part.

The President in the course of his concluding remarks stressed that in the teaching of religion, rituals and all externals should be avoided and only the basic facts should be imparted, in order to avoid conflict and disharmony.

Mr. S. K. Devasikamani Headmaster, Bishop Heber High School, Trichi, who was present at the invitation of the Guild, addressed the meeting on the proposed excursion of teachers to the north to attend the Conference of the Asiatic section of the World Federation of teachers.

The next item was a debate on "The Vernacular Medium, the ideal and the actual, with special reference to the teaching of history", opened by Mr. N. Yegnarama Iyer of Tirucatupalli. He admitted that the Vernacular medium was a worthy ideal but opined that it was not an unqualified success from the examination point of view. The vernacular medium makes the boys indifferent and further the examiners seem to be prejudiced against answers in the vernacular. Consequently the results at the examination become poor and the history teacher's position in the School becomes risky. Further, the English medium in the university course causes great hardship to the students who study in vernacular in the High Schools. In short, he observed, that the subject had to suffer much on account of vernacularization. He suggested that the Annamalai University might take the lead and adopt the vernacular medium boldly in the College Classes.

In the course of the discussion, some contended that the Vernacular medium could not be adopted, as it would lead to the deterioration in the standard of English. It was, on the other hand, pointed out that this was a wrong idea and a better standard of knowledge of English among pupils could be achieved by the adoption of better methods of teaching. It was also shown how the vernacular medium need be no handicap to the students even from the point of view of examination and College course. The trend of the discussion showed that the House was in favour of the Ver. medium in general, of course subject to necessary safe guards.

Mr. C. S. Rangaswami Aiyangar, Headmaster, Municipal High School, Villupuram, Joint Secretary of the S. I. T. U. who was present, addressed the Guild on the work of the S. I. T. U. and strongly appealed to the members to join the Protection Fund and subscribe liberally to the Defence Fund inauguraged by the S. I. T. U.

There was a large attendance, nearly 100 members being present. The Teachers' Association, Tiruvidamarudur was 'at home' to the Guild and entertained the members to a delightful lunch at 4 P. M., and a grand dinner at night. The guests also enjoyed a splendid musical performance and a Harikatha by Mr. Krishnamurthi Bhagavathar of Tiruvadamarudur.

The public meeting terminated with hearty thanks to the hosts.

The following resolutions were then passed:—

1. The Guild strongly supports Mr. S. K. Devasikamani's candidature for election to the Legislative Council by the University and calls upon all members to vote for him.

2. This meeting of the Guild requests the Government to cancel the G. O. prohibiting the local Board servants from being on the management of Co operative Societies or at least exempt the teachers of the local Boards and Municipal Schools from the operation of the G. O.

3. This meeting while reiterating the resolution passed at the meeting of the Guild at Aiampet in Feb. 1929, regarding the increase of salaries to non-L. T.s of the Tanjore District Board Schools on the lines of the Trichi Dist. Board scales requests the President District Board to give effect to it at once.

4. The Guild strongly urges that the "C" group in the S. S. L. C. scheme be abolished, suitable changes being made in the Ele. Math. syllabus.

5. The Guild requests that, until the "C." group is abolished the candidates who bring up Commercial subjects may be declared eligible for the University Courses of study and also for Government service.

6. The Guild prays that early orders may be passed on the revision of the Grant-in-aid code.

7. The Guild recommends that assistant Superintendents at the S. S. L. C. Public examination may be paid a remuneration of Rs. 5 when they serve at outside stations.

8. The Guild suggests that Dist. sports may be held separately for the Secondary Schools.

9. The Guild views with grave concern the retrograde action of the authorities of the Madras University in having withdrawn the concession hitherto enjoyed by the graduates to appear for the M. A. examination without the production of attendance certificate.

ALL ASIA EDUCATIONAL CONFERENCE

Benares Tour. Dec. 15th 1930 to January 6th 1931

The following ladies and gentlemen have registered their names for the Benares Tour in December.

The date of registration has been extended to the 25th September after which no application for registration will be considered.:...

39. Mr. G. S. Nanjappa, B.A.L T., Government High School, Virajpet, Coorg.

40. Mr. Devayya, Government High School, Virajpet, Coorg.

41-43. Mr. P. R. Subramania Iyer, History Assistant, Board High School, Kottayi, Malabar. (with his wife & sister-in-law)

44-47. Mr. R. Swaminatha Iyer, B. A. L. T., Retired Headmaster, Kumbakonam. (with his wife, sister-in-law and nephew)

48. Mr. A. S. Guru Rao, B. A. L. T., Mathematics Assistant, Muhammaden High School, Ambur.

49. Mr. K. A. Venkatasubramanian, Teacher, Board Middle School, Perundurai, Coimbatore District.

50. Mr. K. Gopalan Nair, Maur Villa, Thycaud, Trivandrum, Travancore.

51. Mr. R. Muthiah, B. A L. T., Sarah Tucker College, Palamcottah, Tinnevelly District.

52. Mr. Syed Ameeruddin, B. A. L. T., Headmaster, Municipal High School, Nandyal, Karnool District.

53. Mr G. N. Bhuvaneswara Iyer, Board Higher Elementary School, Punjai, Puliampatty P. O., (*Via*) Satyamangalam, Coimbatore.

54-58. Mr. N. R. Kedadri Rao, M. A. L. T., (4, New Dabir Street), lecturer, Government College, Kumbakonam. (With his wife, Aunt and two Children)

59. Mr. N. C. Sundaram Iyer, B. A. L T., Headmaster, The Rajah's High School, Nileswar, South Kanara.

60. Mr. W. Gopala Panikkar, Headmaster, Board High School, Chowghat, South Malabar.

61. Mr. S. Mahadevan, M. A., Assistant Professor, Presidency College, Madras.

62. Mr. P. Lakshmana Shenoi, Assistant, St Gabriel's High School, Madras.

63. Mr. A. S. Narasimha Ayyengar, Assistant St. Gabriel's High School, Madras.

64. Mr. V. Ramakrishna Sastri, Telugu, Pandit, St. Gabriel's High School, Madras.

65. Mr. S. Natarajan, Assistant, St. Gabriel's High School, Madras.

66. Mr. V. Venkiah, B.A., L.T., Headmaster, M. High School, Ambur, North Arcot.

67. Mr. P. R. Subramanian, Form Superintendent, Agri-middle School, Uslampatti, Madura District.

68. Mr. A. M. Satagopa Ramanujacharya, Lecturer in Tamil, Govt. College, Kumbakonam Tanjore District.

69. Mr. C. Ramachandran, M.A., Secretary, The Teachers' Association, Board High School, Rajapalayam, Ramnad Dt.

70. Mr. S. V. Mahadeva Sastri, B.A., L T., Mathematics Assistant, Board High School, Rajapalayam, Ramnad District.

71. Mr. R. V. Arumugam Pillai, Assistant Board High School, Rajapalayam, Ramnad Dt.

72. Mr. V. Sankara Iyer, Assistant, Board High School, Rajapalayam, Ramnad District.

73. Mr. S. T. Ramanujam B.A., L.T., E. R., High School, Trichinopoly.

74. Mr. C. Bhavamurthi Garu, B.A., B.T., Headmaster. Board High School, Duggirala Guntur District.

75. Mr. N. Suryanarayana Garu, B.A., L.T., History Assistant, Board High School, Duggirala, Guntur District.

76. Mr. D. Devadoss, Perambur.

77. Mr. N. Ragavachariar, Lecturer, Ceded District College, Anantapur.

78. Mr. M. Chayappa, Lecturer, Ceded District College, Anantapur.

79. Mr. R. Narasimhan, Student, Class II, Ceded District College, Anantapur.

80. Mr. B. Narasinga Rao, Student, Class III Ceded District College, Anantapur.

81. Mr. R. Rama Rao, Student, Class IV, Ceded District College, Anantapur.

82. Mr. R. Pedda Rangappa Gowd, Student, Class IV, Ceded District College, Antapur.

83. Mr. K. Srinivasa Rao, Student Class IV, Ceded District College, Anantapur.

84. Mr. K. Gubbanna, Student, Class IV, Ceded District College, Anantapur.

85. Mr. D. C. Joseph B. A., A. B. M. High School, Ongole, S. India.

86. Mr. Ch. Krishniah B.A., Assistant, A B M. High School, Ongole.

87. Mr. T. S. Ramanatha Iyer, Science Assistant, Board High School, Sholavandan.

88. Mr. S. Srinivasa Rao, Headmaster, Municipal High School, Chirala.

89. Mr. T. M. Parameswaran B.A L.T., Secretary, Teachers' Association; Rajah's High School, Kollengode, (*via*) Palghat.

90-95. Mr. D. D Fenn, High School, Pasumolai (with Mrs. Fenn and 4 others.).

96. Mr. K. S. Srinivasa Iyer, B. A. L. T., History Assistant, Board High School, Dharapuram, Coimbatore.

97. Mr. R. Mahadevan, B. A. L. T., Science Assistant, S. H. N., Edward High School, Sattur.

98. Mr. P. Ekantharanga Naidu, B. A L. T., Senior Deputy Inspector of Schools, Mankapuram, Karnool District.

99. Mr. E. A. S. Thomas, B. A, L. T, Mathematics Assistant, Municipal High School, Erode.

100. Mr. K J. Vedamuthu, Assistant, Municipal High School, Erode.

101. Mr. S. Bernard B. A. L. T., Training School, Pasumalai.

102. Mr. S. Ramadas, M. A. L. T, Hindu College, Tinnevelly.

103. Mr. T. V. Nilakantam Pillai, B. A. L. T. Lecturer in Chemistry, Hindu College, Tinnevelly.

104. Mr. M. D. Anantaraman, Student, IV Class, Lecturer in Chemistry, Hindu College, Tinnevelly.

105. Mr. T. S. Anantayyappan, Student, III Class, Lecturer in Chemistry, Hindu College, Tinnevelly.

106. Mr. V. Paramasivan, Student, III Class, Lecturer in Chemistry, Hindu College, Tinnevelly.

107. Mr. S. Panyam, Student, II Class, Lecturer in Chemistry, Hindu College, Tinnevelly.

108. Mr. K. S. Ramaswami, Student, I Class Hindu College, Tinnevelly.

109. Mr. M. A. Arunachalam, Student, I Class, Hindu College, Tinnevelly.

110. Mr. T. K. Natarajan, Student, II Class, Hindu College, Tinnevelly.

111. K. S. Ramaswami, Student, I Class, Hindu College, Tinnevelly.

112. Mr. G. S. Thangaswami, B. A. B. T. Headmaster, Pope's Memorial High School, Sawyerpuram, Tinnevelly District.

113. Mr. N. Srinivasa Sastri, Scout-master and Teacher, Board High School, Tiruthuraipundi, Tanjore District.

114. Mr. T. M. Venkataramaiah, B, A. L. T., 1st Assistant, Municipal High School, Mayavaram.

115. Mr. R. Nataraja Ayyar, M. A. B. L., Manager and Headmaster, E R. High School, Trichinopoly.

116. Mr. S. Chinnaswami Iyer, B. A., Director Tutorial College, Trichinopoly.

117. Mr. A. Ramalingam, 2nd Class, Hindu College, Tinnevely.

118. Mr. S. R. Subramanian, 2nd Class, Hindu College, Tinnevelly.

119. Mr. Sankaralingam, 3rd Class, Hindu College, Tinnevelly.

120. Mr. K. A. Thitharappan, 3rd Class, Hindu College, Tinnevelley.

121. Mr. K. Ramasubban, 2nd. Class Hindu College, Tinnevelly.

122. Mr. A. Kirupanithi, 2nd. Grade, Senior Training School, Pasumalai.

123. & 124. Mr. K. Sivaswami Iyer, (II Class, Seat.) Thoppuvattaram, Shiyali (with one servant.

125. Mr. K. Chokkalingam Chettiyar, Shiyali

126. Mr. H. Sundara Rao, Lecturer, Theosophical College, Madanapalle.

127. Mr. B. Lakshmana Rao, M. S. C., Lecturers Theosophical College, Madanapalle.

128. Mr. R. Ramachandrá Rao, B. A. L. T., Senior Assistant, Lecturer, Theosophical College, Madanapallee.

129. Mr. E. N. Subramanian, M. A, B. L., Lecturer, Theosophical College. Madanapalle.

130. Mr. S. Kuppuswami Iyer, B. A. L, T., English Assistant, Rajah's High School. Siva Ganga.

131. Mr. R. Narayanan Servai, B. A. L. T. Assistant, Rajah's High School Siva Ganga.

132. Mr. H. Mahadeva Iyar, Assistani, Raja's High School, Siva Ganga.

133. Mr. S. S. Krishnaswami Iyer, Headmaster, Municipal High School, Karur.

134. Mr. K. V. Anantarama Iyer, M A., L.T., Headmaster, Municipal High School, Karur.

135. Mr. A. L. Sundaram Iyer, B.A., L.T. Headmaster, Municipal High School, Karur.

136. Mr. D. Lakshmana Rao, Headmaster, Municipal High School, Karur.

137. Mr. K. C. Sunderarajan B.A., Kaniyur P.O., Udamalpet.

138. Mr. J. Daniel, Headmaster, Board High School, Chittur.

139. Mr. A. S. Venkataraman, Board High School, Chittur.

140. Mr. P. L. Ramanatha Rao, Board High School, Chittur.

141. Mr. P. K. Narayana Iyer, Board High School, Chittur.

142 144. Mr. S. Thyagaraja Pillai, Madras Progressive School and 2 others.

145 & 46. Mr. K. T. Krishnaswami, Professor Theosophical College, Madanapalle & Mr. C. Ananda Rao, Theosophical College Madanapalle.

147. Mr. C. Kasiviswanathan, B A., L.T., Science Assistant, Satyamangalam.

148. Mr. A. P. Venkatarama Iyya, Teacher, Chamaraja Nagar.

149. Mr. C. Subramania Sastri, Manager, Chamarajeswara School, Chamaraja Nagar.

150. Mr. William S. Paul, Voorhees College, Vellore.

151, Mr. K. Kunhiraman Nair, Board High School, Chowghat.

152. Mr. B. Sundaresa Sastriar, Assistant, Government Training School, Trichinopoly.

153. Mr. D. Subbiah, Student, III U. C. St. Xaviour's College, Palamcottah.

154. Mr. Jayaraj Emmanuel, III U. C., St. Xaviour's College, Palamcottah.

155. Mr. R. Natarajan, III, U. C., St. Xaviour's College, Palamcottah.

156. Mr. K. Natesa Iyer, M.A., L.T., Retired District Educational Officer, Trichinopoly.

157. Mr. M. S. Vincent Doraiappan, Student, Junior B. A. Class, St. Xaviour's College, Palamcottah.

158. Mr. K. Doss Krishniah, Headmaster, St. John's College, Palamcottah.

159. Mr. D. P. Arthur, B. L Student, Doraivilas, Palamcottah.

160. Mr. E. Muthiah Aseervadam, B. A., Edward & Co., Palamcottah.

161. Mr. T Sriramamurthi, B A, L T., Headmaster, V. G. High School, Kiralampudi, Godavari District.

162. Mr. S. Venkata Rao, B A., Science Assistant, V. G. High School, V. G. High School Kilamapudi, Godavari Dist.

163. Mr. G. Narayana Rao, B A., Mathematics Assistant, V. G. High School, V. G. High School Kilampudi, Godavari Dist.

164. Mr. V. A S. Narayana Rao, B.A., Assistant V. G. High School Kilampudi, Godavari Dist.

165. Mr. A. V. Venkateswarn, Student, IV (hons) Annamalai University, Chidambaram.

166. Mr. K. Subramania Iyer, M.A., L T., Lecturer, Hindu College, Tinnevelly.

167-170. Mr. M. Sankaranarayanan, Student, First Class, Mr. Venkataraman, Student I Class T. V. Thyagarajah Iyer, M A, L.T., & P. L. Stephen M.A, St. Xaviour's College, Palamcottah.

171. Mr. M. S. Subramanian, Assistant, Hindu Secondary School, Veeravanallur, Tinnevelly District.

172. Mr. K. Krishnan Nair, B.A, L T., Headmaster, R. S. High School Tinnevelly.

173. Mr. T. Ramanatha Iyer, B.A., L.T., History Assistant, R. S. High School, Tinnevelly.

174 & 175. Mr. Sundaresa Iyer, and William Paul, Voorhees College, Vellore.

176. Mr. K. N. Subramanian, M.A., L.T., Headmaster, Board High School Sulurpeta, Nellore District.

177. Mr. J. Kuruvilla B.A., L.T., Headmaster, Wesleyan Mission Secondary School, Ketty, Nilgris.

178. Mr. S. R. Subramania Iyer, Secretary, Teachers' Association, Caldwell High School, Tuticorin.

179. Mr. A. K. Gnanamuthu, Headmaster, S. P. G. Boys Middle School, Melur, Tuticorin.

180. Mr. L. K. Easwara Iyer, B.A., L.T., Headmaster, Circar High School, Vadakkancherry P. O, Cochin State.

181. Mr. N. Subramanian, Student, Senior B.A., Class, Annamalai University, Chidambaram.

182. Mr. Ignatium Selvaraj, Second U. C., St. Xavier's College, Palamcottah.

183. Mr. T. Vasudeva Rao, Science Assistant, A. M. High School, Arcot.

184. & 85 Mr. A. Mahadeva Iyer, M.A.L.T., Professor of Mathematics, and V. Sankara Subban, St. Xavier's College, Palamcottah.

186. & 87. Mr. V. D. Anbudayan and Mrs. E. D. Anbudayan, Anbu Lodge, Palamcottah.

188. Mr. Christy, Student, Trichendoor Road, Palamcottah.

189. Mr. I. K. Subramania Pillai, Correspondent of the R. P. Middle School, Ilanji, Tinnevelly District.

190. Mr. A. Ramanatha Pillai, Lecturer, Ceded Districts College, Anantapur.

191. Mr. T. Subramaniam, Demonstrator, Ceded Districts College, Anantapur.

192. Mr. Venkataramayyah, B.A.B.L., History Assistant, Board High School, Kanigiri, Nellore District,

193. Miss V. R. Droupathi Ammal, V. G. School. Trichur, Cochin State.

194. Mr. S. Renga Rao, B.A.L.T., Deputy Inspector of Schools, Guntur Range, Guntur.

195. Mr. C. S. Rangaswami Iyyengar B.A.L.T., Science Assistant, London Mission High School, Coimbatore.

196. Mr. T. A. Ramachandran, B.A.L.T., Headmaster, Board High School, Nannilam, Tanjore District.

197. Mr. M. V. Venugopal Pillai, Teacher, St. Joseph's College, Trichinopoly.

198. Mr. K. A. Venkatasubramanian Board Middle School Perundurai, Coimbatore.

199. Mrs. K. A. Venkatasubramaniam.

200. Miss E. David B.A., L.T. Presidency Training School, Egmore.

201. Mr. H. Enoch, M.A., Presidency College.

202. Mr. M. S. Sabhesan, M.A. Madra.

203—205. Mr. A. K. Sitaraman B.A., (with wife and sister-in-law)

THE TEACHERS' BOOK SHELF.

HYDRO-STATICS—By D.K. Sen, M. Sc., Macmillan & Co.

This book is a welcome addition to the already existing books on the subject of Hydro-statics. The author has not stated what his aim has been, but it is evident he has had in view the requirements of the degree examinations in Indian Universities. Ever since Calculus was introduced as a subject of study in the B.A., and B.Sc. Classes of the Madras University, the want of a book using Calculus freely in proofs of propositions in Hydrostatics, has been felt and we, therefore, welcome with pleasure the publication of this book. Clearness of exposition, srict logical proofs and a good collection of graded examples at the end of the chapters are some of the features of this book. We recommend it strongly as a text book for study in Colleges.

EXERCISES IN ELEMENTARY MATHEMATICS: Part I (for pupils in Form IV). By. K. Rangaswami, B.A., (Hons.) and T.S. Rajagopalan, B.A. Hindu High School Teachers' Association, Triplicane. Price As. 8.

As the name itself indicates this book is a collection of exercises in the various topics in Elementary Mathematics as are generally done in IV Form in High Schools. Each Chapter commences with a few typical exercises worked as model examples. The exercises at the end of the Chapters are, as the authors have stated, graded and suited to the varying capacities of pupils and therefore as a acompanion volume to a good text-book, this book will be found very useful