

THE
EDUCATIONAL REVIEW
1983

Vol. 1, No. 1



JL
Tm2, AGSE
N31-347.
129633.

out of the Elementary School without any proficiency in English should be allowed to have special certificates recording their progress in the other subjects.

In this school, provision should be made for these children to improve the other subjects. Hence there is need for having a Vernacular section and another an Anglo-vernacular section, special teachers are therefore necessary to look after these two different sections, though in all other subjects except English the children of a class sit together and work together.

EDUCATIONAL FREEDOM.

To those who feel complete responsibility to a work entrusted to them and to those who almost dedicate their lives to this education, freedom ought to be given to work on lines which they chalk out for themselves. To them the school, the time-table the scheme of work, the text-book and last but not least the head teacher should not be made the objects of standing obstacles. On the other hand, these should be elastic as to allow a good amount of freedom to the teacher. Those who love freedom of action to themselves should give freedom to their own subordinates. Teachers who love to have such a freedom must be prepared to give freedom to those children who come under them. This much coveted freedom, if used properly, would certainly be yielding beneficent results. In teaching children no uniform method can be forced on the teacher or the pupils, but the teacher should be allowed a certain amount of freedom of action which he uses profitably to the cause of education and to those pupils who come under him. There is nothing in a name but in the spirit underlying it. Any method however valuable it may be in other circumstances, must have to be modified to existing conditions. This modification should be done by the teachers. This freedom is also combined with careful guidance by the teacher towards the pupils.

Montessori lays great stress on the spontaneous freedom to children and in her school the children are allowed to take any set of apparatus which pleases them for the time being. If they are exhausted, they are allowed to handle various other apparatus and learn about them by handling them and by playing with them. Such freedom should be given to our children and the teachers have to direct the freedom to flow in the right channel.

THE SUPREME OBJECT.

The supreme object of education is to make the children grow into the right sort of citizens with sound character, and with a keen desire to learn more and give their best to their country. The object is also to imbibe in them the value of self-help, and perseverance in their work. The value of education is measured not only by the productive or the earning capacity of the youths but also by the measure of their usefulness to the society, community and country as a whole.

In order to achieve the supreme object, the whole school is responsible. All teachers should have this object in view during all the periods of the school and while teaching each subject of the curriculum. All teachers share the general work in school such as

1. Imparting of moral instruction and telling of important news in school assembly.
2. Supervision of games, gardens and farms.
3. Attending to the sick and looking after the cleanliness of children.
4. Watching the work and play of children outside school hours and advising them.
5. Helping the children when they are approached for help either by parents or children.
6. Looking after the general administrative work and thus helping the head-teacher.

All the several departments of the school work hand in hand in order to achieve this supreme object.

EACH TEACHER AN EXPERIMENTER.

Each teacher must also specialise in some branch of child education apart from giving his best to the children assigned to him. The following pieces of work deserve to be specialised by the teachers:—

1. Nature experiments in and outside the classroom.
2. Planning geographical excursions.
3. Making schemes for individual work in (a) Language and (b) Number.
4. Studying some standard tests of intelligence, adapting them, testing the children under him, and comparing the results of children with those obtained previously.
5. Examining the tastes of children using the library.
6. Making use of the leisure time in suitable hobbies connected with the education of children such as running children's clubs or organising vacation lectures or holiday camps or excursions for children.
7. Making of toys, using simple things and with less of tools.
8. Studying educational experiments in other lands.
9. Studying the special reports on children such as medical inspection, etc.
10. Preparing suitable aids to teaching.

Thus each teacher must have an educational hobby as well.

The teachers residing within a locality should divide the locality into several wards, and each of them should assign for himself one ward and supervise the children in his own ward. These children may not all be his class children but in the matter of helping them and looking after them he acts more or less as a guardian. Thus by a healthy co-operation in the school staff, the school will achieve the supreme object of education.

THE SCIENCE AND ART OF EDUCATION.

We always hear that in most cases the theories of the Training School are nowhere practised in the ordinary schools. The teachers of the "Schools of To-morrow" will remember this attack and give a practical shape to the science of education. The art or the practice of education must have a scientific basis and the science is evolved out of a series of practical experiments. I really consider that our forefathers who have coined some valuable riddles, given us interesting number of puzzles, and coined a number of interesting stories to children, have by their intuition developed the science of education into a fine art. It is given to us to develop this art of education through constant observation of, and experience with, children.

SCHOOL DISCIPLINE.

There is beauty in the noise of children, in the movement of children as also in the silence of children. There is beauty in doing intense work and in spontaneous play, when the beauty fades away and becomes ugly, this noise or silence becomes distasteful to school discipline. School discipline therefore cannot be measured by the silence or the noise of the school, but by the beauty underlying the same. While on an excursion to watch the birds, there is beauty in silently lying down and watching the birds. In an assembly for prayer, there is beauty in strict silence. In watching the children at play, the spectators give expression to their inward joy or sorrow by spontaneous shouts or cries. So long as the shouts or cries do not disturb the progress of the play of children, these are well-intentioned. They cheer up children. When the shouts are the expressions of hatred or jealousy, they are undesirable. When there is a simultaneous movement of the parts of the body in a school drill, there is beauty in silence. When at the end of the drill, there is an orderly rush for free games, there is also a beauty of movements. The school

ELEMENTARY MATHEMATICS

BY

RAO BAHADUR P. V. SESHU AIYAR, B.A., L.T., I.E.S.,
Retired Principal, Govt. College, Kumbakonam.

AND

V. VENKATASUBBAYYA, B.A., L.T.
Headmaster, High School Dept., Pachaiyappa's College, Madras.

Part I for Forms I to III. 8th Edition, Cr. 8vo. 550 pp. Rs. 2.

Approved as a Text-book for Secondary Schools, *Fort St. George Gazette*, 4th June 1912, and *Cochin Govt. Gazette*, 15th June 1912, and for Schools under Public Management, *Fort St. George Gazette*, 3rd December 1913; also at p. 642, Part I-B, dated 21-6-21.

Part II for Forms IV to VI. 6th Edition, Cr. 8vo. 612 pp. Rs. 2.

Approved as a Text-book for Secondary Schools, *Fort St. George Gazette*, June 1915; and for Schools under Public Management, *Fort St. George Gazette*, July 1917; also at p. 642, Part I-B, dated 21-6-21.

TAMIL EDITION.

Adapted and translated by S. Sivaraman, B.A., L.T., Mathematics Assistant, Salem College.

Part I for Form I. Cr. 8vo. 292 pages. 12 As.

Approved as a Text-Book suitable for School use, vide *Fort St. George Gazette*, Part I-B, dated 1-11-27.

Part II for Form II. Cr. 8vo. 208 pages. 10 As.

Approved as a Text-Book suitable for School use, vide *Fort St. George Gazette*, Part I-B, dated 1-11-27.

Part III for Form III. Cr. 8vo. 300 pages. 12 As.

Approved as a Text-Book suitable for Class use, vide *Fort St. George Gazette*, Part I-B, p. 513, dated 13-11-1928

TELUGU EDITION.

Adapted and translated by A. Jayaram Rao, B.A., L.T., and S. Krishna Rao, B.A., L.T.,
Board High School, Kavali.

Part I for Form I. Cr. 8vo. 294 pages. As. 12.

Part II for Form II. Cr. 8vo. 208 pages. As. 10.

Approved as Text-Books suitable for School use, vide *Fort St. George Gazette*, Part I-B, p. 513, dated 13-11-28.

Part III for Form III. Cr. 8vo. 303 pages. As. 12.

Approved as a Text-book suitable for School use, vide *Fort St. George Gazette*, Part I-B.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

A COURSE OF GENERAL MATHEMATICS FOR SECONDARY SCHOOLS

Suiting the Syllabus in Elementary Mathematics for the S. S. L. C.
Public Examination

By V. RAGHUNATHA AIYAR, B.A., L.T.
Dy. Inspector of Schools, Ambasamudram.

6th Edition. Cr. 8vo, over 570 pages and 200 diagrams. Rs. 2.

Approved as a Text-book for Schools under Public management,
vide *Fort St. George Gazette*, Part I-B, p. 641, dated 21-6-21.

Approved as a Text-book suitable for school use,
vide *Fort St. George Gazette*, Part I-B, p. 877, dated 21-9-21.

Prescribed as a Text-book for 1930-31 for Elementary and Additional Mathematics for High School
Forms by the Govt. of Mysore, vide Notification No. D. 50, dated 23-12-29.

ADAPTED IN TAMIL

BY

V. RAGHUNATHA AIYAR, B.A., L.T.
Deputy Inspector of Schools, Ambasamudram.

The adaptation in Tamil of the above book is specially made to encourage the study of the subject in Tamil. The publishers will be delighted if they hear that pupils understand the subject with ease through Tamil as the medium of instruction. Special efforts are made to present the subject in simple clear Tamil English equivalents for the scientific terms are set side by side with the Tamil terms. Test papers and copious problems are added to give enough drill.

D. Cr. 16 mo. 396 pages. Price Re. 1-4-0.

This is a Tamil edition of the very useful text-book on Mathematics for High Schools prepared by Mr. Raghunatha Aiyar and published a few years ago. The fundamental principles are explained in easy language and the examples set in the several exercises are of graded difficulty and calculated to take the student easily on from one problem to another. The book is made interesting to the student, by relating the problems as far as possible to actual life. In this Tamil edition, the author has employed Tamil equivalents for the technical terms of Mathematics; and to facilitate their use, he has also given the English terms in brackets.—*The Hindu*.

SRINIVASA VARADACHARI & CO. 190, MOUNT ROAD, MADRAS.

Prescribed as a Text-book for 1930-31 for Additional Mathematics for High School Forms by the Govt. of Mysore, vide Notification No. D. 50 dated 23-12-29.

Approved as a Text-Book suitable for School use,
vide Fort St. George Gazette, Part I-B, p. 513, dated 13-11-28.

A NEW GEOMETRY FOR HIGH SCHOOLS

BY

A. A. KRISHNASWAMI AYYANGAR, M.A., L.T.,
Chief Lecturer in Mathematics, Intermediate College, Mysore.

WITH A FOREWORD

BY

DR. R. VAIDYANATHASWAMY, M.A., D.Sc., F.R.S.E.,
Reader in Mathematics, Madras University.

PART I. D. Cr. 16mo. 232 pages. Price Re. 1-4-0.

Part II. D. Cr. 426 pages Re. 1-8-0.

Parts I & II together. Rs. 2-8-0.

CONTENTS.

Book I. Chapter I. Introductory; Chapter II. Angles at a Point; Chapter III. Parallel Straight Lines; Chapter IV. Angles of Triangles and Polygons; Chapter V. Relation between the Sides and the Angles of a Triangle; Chapter VI. Congruent Triangles; Chapter VII. Parallelograms; Chapter VIII. Construction of Triangles and Quadrilaterals from given data; Chapter IX. Loci.

Book II. Areas. Chapter X. Areas of Parallelograms, Triangles and other Rectilinear Figures. Chapter XI. Identities. Chapter XII. Pythagoras' Theorem and its Extensions. Revision Papers.

Book III. The Circle. Chapter XIII. Properties of the Circle. Chapter XIV. Construction of Circles. Revision Papers.

Book IV. Ratio and Proportion. Chapter XV. Ratio and Proportion. Chapter XVI. Trigonometrical Ratios. Revision Papers.

OPINION.

The Journal of the Indian Mathematical Society, February 1930:—This a Text-Book designed for use in Indian High Schools and meets the requirements of C. Group Geometry of the Madras S. S. L. C. It is really a "new" geometry containing several distinctive features among which may be mentioned: the new ordering of theorems enabling related propositions and constructions based on them to be treated side by side, the emphasis on the application of geometrical results to practical needs of man, and the historical notes imparting an oft-neglected human touch to the subject. The reference to the contributions of great Hindu mathematicians like Aryabhata, Brahmagupta and Bhaskara is an original feature which must make the book specially valuable to Indian students. The section on Trigonometrical Ratios is a welcome addition to a Text-Book for the High School classes. We may echo the hope, expressed by Dr. Vaidynathaswami in his Foreword, that the book may set the fashion—not only in text-book writing, but also in actual teaching.

SRINIVASA VARADACHARI & CO., 199, MOUNT ROAD, MADRAS.

Supplementary Readers

(Books for Non-detailed Study in English)

* Books Approved for School Use by the Text-Book Committee are marked with an asterisk.

GRADE I

* **The Sky Falls!** Large Type. Short sentences. Very simple English. With Picture Devices for Unaided Reading in Class V or Form I. A Story that can be used in a Project Scheme. (*The Cub and Scout Series, No. I.* A first step in Social Education). **As. 2.**

GRADE II

Stories for the Days of the Week. Seven Stories designed to induce in pupils a certain self-regulation and honourable relationship with one another in their school life, making a little beginning for citizenship. Large Type. Well Illustrated.

Form I. (*The Cub and Scout Series, No. II.* A second step in Social Education.)

GRADE III

* **The Adventures of a Billy-Goat.** By W. H. Warren. Large Type. Illustrated with four pictures. A humorously told story in charming, simple, straightforward, idiomatic English. **Form II. As. 2**

Dimma Long Tail The Story of a Monkey King and his Kingdom, giving a sense of Common Weal. (*The Cub and Scout Series, No. III.* A third step in Social Education.) **Form II. In the Press.**

GRADE IV

The Trial of Mārjālan. The Story of a Cat 'Committed to the Sessions' and tried by a Jury of Birds and Animals. A touch of sympathy for the fallen. **Form III.** (*The Cub and Scout Series, No. IV.* A fourth step in Social Education). **In the Press.**

GRADE V: For Forms IV and V

* **Across India: Stories of Cities and Shrines, Old and New.** By A. C. Clayton. Illustrated with a Map and several Pictures. Gives an account of the route taken and the places visited by two pupils under the guidance of an observant teacher. A book of historical, geographical and literary usefulness. **As. 6.**

* **The Wise Boy Judge.** Four typical Stories of Mariyathai Rama. By A. C. Clayton. **As. 4.**

* **Stories of Heroism.** By G. Davies-Watkins, Professor of Geography. The Christian College, Madras. Stories of deeds of heroism of ancient Greeks inspiringly told. **As. 6.**

* **Stories and Legends of Old India.** By A. J. Appasamy, M.A. (Harvard), D. Phil. (Oxon). With an Introduction on the value of Folklores and Legends and Questions and Exercises in Composition **As. 6**

The Entertainment of Lalita. Grade V. A Prose Drama. **In the Press.**

The Story of Lalita, spurned, when poor, by her brother's wife, but gorgeously welcomed by her when rich. The play contains the joint-message of Lalita, combining in herself the devotion, patience and dignity of Indian womanhood, and her husband, a product of indigenous Indian and Western culture, to the present-day Indian student—boy or girl. (*The Cub and Scout Series, No. V.* A fifth step in Social Education)

Books for College Classes and School and College Libraries

The Unifying of Civilization. (*The League of Nations*). By G. Davies-Watkins, B. Sc. (Econ.). F.R.G.S., *University Reader in Geography*, University of Madras. **Re. 1.**

For the Pass and Honours Courses in History, Philosophy and Law and for all interested in the achievements as well as the problems and work ahead of the League. Covers most of the Syllabus of the University of Madras in the subject of *The League of Nations*.

Agricultural Co-operation in India. By John Matthai, B. Litt., D. Sc., formerly *Professor of Indian Economics, University of Madras, and Member, The Tariff Board.* Paper Cover **Re. 1-8**; Cloth, **Rs. 2.** *For the Pass and Honours University Courses* "Brilliantly written...The best introduction to the Rural Co-operative Movement in India."—Harold H. Mann, *Director of Agriculture, The Bombay Presidency.*

Student Life in the West. By A. J. Appasamy, M.A. (Harvard), D. Phil. (Oxon). **As. 8.**

"Very useful for those intending to go overseas for further studies."—*The United India and Indian States.* "Delightful pen pictures."—*Rural India.*

THE CHRISTIAN LITERATURE SOCIETY FOR INDIA, P. B. 501, PARK TOWN, MADRAS.

University Tutorial Press.

TEXTBOOK OF BOTANY (Indian Edition)

By J. M. LOWSON, M.A., B.Sc., F.L.S., and BIRBAL SAHNI, D.Sc., M.A., Professor of Botany at the University of Lucknow *Fourth Edition, Revised* by L. C. FOX, M.A. 9s. 6d.

"The subject matter is very well arranged and admirably dealt with. This standard volume is probably the best and most suitable book on the subject for Indian students"—*Indian Medical Gazette*

INTERMEDIATE INORGANIC CHEMISTRY.

By G. H. BAILEY, D.Sc., late Lecturer in Chemistry at the Victoria University of Manchester, and D. R. SNELLGROVE, Ph.D., M.Sc., F.C.S., A.I.C.

Vol. I. Non-Metals. 6s. 6d. Vol. II. Mainly Metals. 6s. 6d.

These two volumes together provide a modern course in Inorganic and Physical Chemistry suitable for students preparing for Intermediate examinations

PHYSICAL CHEMISTRY.

By J. B. FIRTH, D.Sc., F.I.C., Senior Lecturer in Chemistry at University College, Nottingham. 5s. 6d.

An up-to-date text-book providing a clear and well-balanced treatment of all the important branches of Physical Chemistry which are usually included in a general course for a Pass Degree in Science.

TEXTBOOK OF ZOOLOGY.

By H. G. WELLS, B.Sc., F.Z.S., F.C.P., and A. M. DAVIES, D.Sc. *Seventh Edition, Revised and Re-written* by J. H. CUNNINGHAM, M.A., and W. H. LEIGH-SHARPE, M.Sc. 8s. 6d.

Intended primarily for students reading for examinations of Intermediate standard, and for medical students preparing for their first professional examination.

THE DISSECTION OF THE FROG

By R. H. WHITEHOUSE, D.Sc., late Principal of the Central Training College, Lahore, sometime Government Marine Biologist, Madras, and A. J. GROVE, D.Sc., M.A., Lecturer in Zoology at East London College. 2s.

A new form of text-book in Practical Zoology specially written as a laboratory guide for junior students.

PROPERTIES OF MATTER.

By C. J. L. WAGSTAFF, M.A. *Fourth Edition.* 5s.

Deals with those branches of Physics which are not usually included in books on Sound, Light, Heat and Electricity

A Complete Catalogue of Educational Publications may be had, Post free, on application.

University Tutorial Press, Ltd.

25, HIGH STREET, NEW OXFORD STREET, LONDON, W. C. 2.

The publications of University Tutorial Press may be obtained from the principal booksellers in India

BAPALAL'S DIAMONDS

Sovereign Gold & Pure Silver Art-wares

"FULL SATISFACTION OR FULL MONEY BACK"

Telegrams:

"NECKLACE"

216, China Bazaar Road, MADRAS.

Telephone

"2696"

The Educational Review

A MONTHLY RECORD FOR INDIA

VOL. XXXVII.]

JULY 1931.

[No. 7.]

THE POETRY OF THE SCHOOL-GARDEN.

By MR. R. BALAKRISHNA MUDALIAR, B.A., L.T.

Deputy Inspector of Schools, Karaikudi, Ramnad Dt.

It is said of Keats that 'he was in his glory in the fields. The humming of a bee, the sight of a flower, the glitter of the sun, seemed to make his nature tremble; then his eyes flashed; his cheek glowed and his mouth quivered.' The starry Heaven above and the Moral Law within struck Carlyle with awe. Why all these divine disturbings and discontents?

It is not in vain that God is incessantly at the pleasure of beautiful creations. If Beauty is Truth and Truth Beauty, then for man's emancipation is the beauty of nature created on earth. By realising ourselves in Beauty, we realise Truth which is God!

From every object in nature, says Froebel, there is a way to God. And the world is filled with nature! Then how can man afford to lose sight of it and so lose God?

It was in the Garden of Eden that man first woke upon a dreamy bliss. The word 'Kindergarten' means children's garden. Tagore sings in his *Gitanjali*, 'When I bring to you coloured toys, my child, I understand why there is such a play of colours on clouds..... and why flowers are painted in tints.....'

when I sing to make you dance, I..... know why there is music in leaves....' Ah! man himself is a 'born child' in the eyes of God! So aren't we his children in the garden of the Universe, and is it not with a great purpose that God has set man in the lap of nature?

When such is the truth, how could we ever think of excluding nature from our school world? If one asks, which is the fittest place of study, one may quickly make reply,—

- ...Where the winds the billows swelling
Woo and kiss and soft beguile;
Where the shells sweet music breathing
Shine and smile with coral lips;
Where the naiad garlands wreathing
In the springlet floweret dips;
Where the bees all amorous humming
Spring and gleam and still resound
By trees a bowery blossoming;
Where the clouds on hills abound
With the torrents crystal-pearling,
Where the fairies glide and sing
A canopy unfurling,
There amid the nest-bird's calling...
The ravished rainbow falling,...
...—such is the fittest place of study;

Where does Goddess Saraswati prosecute her studies? Do walls of brick and mortar and mummied specimens of dead spirits encompass her round? Do mercenaries sing and teach her? Nay! the silvery lotus unfolded on the bosom of the lake is her Book Eternal and Nature, besides, her side-glance studies.

The lotus may look blank and without meaning for us. A scientific philosopher

• From the author's poem 'On the Muse of Poesy.'

may cynically nod and say—it is only a blank white sheet, a *tabula rasa*! But to the Goddess it possesses the whole wealth of the Universe in a nut-shell. Its softness is life. Its moon-faced smile is purity. Its undefiled trance on the lake is deep devotion to the Almighty. Its balmy silence is the incense of the heart in prayers swinging in wreaths to the Heaven. Its open honeyed-heart is a bounty to the God-sent beggar-bees—these and many more which a mortal cannot easily recount!

If the Goddess of Learning Herself stray into the woods to fill Her soul with thoughts rich garnered from nature's books that lie fresh made

On leafy shelves

Where the jaunty streams refresh themselves.

and 'amongst boughs pavilioned where the deer's swift leap startles the wild bee from the fox-glove bell,'—can any mortal ever-dream of groping his way to the Kingdom of Life, Light and Learning through prison walls of brick and mortar, dead leaves of life embalmed, and faint mercenary echoes of the Great Beyond?

Come into the open! There is Life, there is Light. Look at Nature! There is Beauty, there is Truth—and you can trace the unseen Hand of God which cannot be far back of His living creations.

The poet lay singing with a book of verse,
Nymph nature tripped from the woods
and kissed him hers! •

• From the author's 'Summer-Clouds.'

The book of man is but a feeble copy of the Book of the Universe. When the living Beauty lies dimpling in her naked glory before our mortal eyes, who would turn his eyes away and confine himself in a dingy cell to strain his eyes over a murky image of the lady of the green mantle? O let us lose our life in Nature and find ourselves in God!

A school without a garden!—it is impossible to think of. A home of hungry clamorous children without a mother would seem better. But the truth seems to be that many an ardent soul feels shrouded in a myriad veil of unrealities—within the school world—a dead rigidity of discipline and routine chokes him up. Hence his dream of the summer holidays, *i.e.*,

Songs fill the breath of the Koel, soft bloom
the trees,
Wild dream the school folk, for April is on
the breeze!

—From the author's 'Summer-Clouds.'

His summer vacation is his breathing space,—as is the sea-beach to the metropolis!—his joy, his life—a rainbow smiling amidst the frowning cloud. One getting one's freedom in summer from the shackles of the school to wander at will to nature's shy retreats, can well be compared to a troubled cloud snatched away from the bosom of the sea and driven in despair by the romping winds, tossed about in anger amidst lightning and thunder, knocked against the master-mount, and made into another being—one melted to the core—and tumbled down the hill and raced along

the prisoning banks of the river that gets her freedom by a sudden leap into the sea and turns with terror, safe in her mother's arms, at the prison house and jailors of her past!—All such clinking shackles must go and the soul set free! The bubbling rill of individuality and imagination should be turned into fruitful channels of life and not to the desert sand of dead routine. Free access to, and freedom in the love of, nature seem to be the desideratum of the present-day school-house.

O, the Ashram schools of old that mingled their breath with the soft south wind and the hoary rustle of the jungle trees! If 'one touch of nature makes the whole world kin,' O, blessed were the Gurus and their disciples that were in constant communion with nature! Their one object in life was 'to see the world in God and to realise their own life in Him.'

Man has realised the greatest truths at the feet of nature. Think of Buddha, the Enlightened beneath the Bo tree!—and the Rishis of old in their nature-engirdled ashrams! Who has not heard of the song offerings of Tagore—the *Gitanjali*—the rarest bloom of man on earth—which had its birth in the Shantiniketan Ashram nestling among its *amalaki* groves and stately *sal* trees? Is not the Bolpur School of Tagore an attempt at the revival of the ashram schools of old where the East rises to kiss the West with all its flood of Love, Light and Learning?

Even as we turn our thoughts and feelings and the precious hours of life to irrigate and grow the gorgeous perishable plant of the human flesh, and allow the eternal flower of the soul to pale and droop without the shade of a thought, so do we spend our slender resources in building school houses of brick and mortar—prison-houses for the soul—and filling them with furniture all made of logs of trees that had their slaughter to seat us well!—and thus mutilate and keep back mother nature, like a tyrant father, from the honeyed lips of her young delights!

' Flower in the crannied wall,
If I could know what you are
Root and all, and all in all,
I could know what God and man is !

So sings Tennyson. If a little flower in the crannied wall could set a mind so deep athinking, what will not a beautiful garden of fruits and flowers—an aviary of singing birds—suggest even to an unpoetic soul! If we but understand the rightful place of the garden in a school, or rather of the *school* in a garden, we cannot but be blissful beacon-lights of life!

Let there be more of life and less of death!—more of nature and less of build-ings in a school! Inexpensive ashrams let there be in the lap of nature and an atmosphere of peace, joy and liberty reign supreme. Let the widening of the intellectual horizon be but the golden threshold to the spiritual commingling of master and pupil, with the ultimate

ideal of becoming one with the Supreme Being!

Let the spring come tip-toe to your garden and kiss the neem to bloom. Let the koel sing

.....enraptured to the core
With the scent of mango-blossoms at the floor
Of spring,—filling the mansion with a bliss
Of music tremulous-wedded to the kiss
Of Zephyrus her amorous visitor.....

[From the author's Sonnet :

' Ah poet! Thou art come before thy time ']

and there be soft summer glades where perchance a young and ardent youth may find his soul's retreat!

Now for an incident relevant to our purpose. A certain foreign lecturer at the Bolpur School of Tagore was once flurried to find a group of boys settling down to study on the forked branches of a (sal?) tree. As luck would have it, the poet Tagore, stepping in between, offered to the upset lecturer that the children at the bosom of nature were only taking the privilege of childhood with the mother, and that we, as grown-ups, simply because, cannot enjoy with impunity the same privilege with her, have no right to grudge that pleasure in our younger brethren! If we but sense the breath of poetry and the deep philosophy that permeate this incident of the ashram, then we know ourselves and all the world and sing,—' Nurslings of Immortality'—

Ah! nature is our guide,
Without straying far and wide,
To hie to the Lord and hide!

(Of the author's making.)

THE NEW OUTLOOK IN GEOGRAPHY.

BY MR. S. NATESA AIYAR, B.A., L.T.
Maharaja's College, Pudukotah.

THE old order changeth, yielding place to new.' So has the poet said and what he has said appears to be almost a truism capable of universal application. As applied to the physical world or the earth on which we live, we see it has always been undergoing change ever since the time of creation. Where there was once land, there is now the broad ocean and what was once a sea is now a plain or meadow. Barren and desolate tracts have been converted into beautiful valleys and mountains with towering peaks are rearing their heads in places where there were once deep and yawning gulfs. Places which were once centres of population and scenes of active civic life have disappeared or sunk into insignificance while others unworthy of any note have risen in magnificent grandeur. As it is in the physical, so it is in the human world. 'Better fifty years of Europe than a cycle of Cathay.' This was said of China decades ago. But the same cannot now be said of the celestial empire. Nations which once stood low in the scale of civilization have risen high and are now guiding the political destinies of others which once occupied the foremost place in the scale. The observation of the poet, referred to above, holds true even as applied to our own habits, beliefs and practices and our general outlook on life. It is true again as applied to the domain of knowledge or the great world of studies and the change is seen not only in our own apperception of the true nature of the knowledge we seek to gain but also in the method of pursuit we employ. Even as regards the subject of study with which we are now immediately concerned,

viz., geography, changes have likewise crept in both in the general outlook and method and the psychology of the change is best understood only when the contents of the subject are known, as also their relative importance and their true bearing on one another.

If, then, a careful analysis of the subject be made, there are to be found in it two fundamental factors, *viz.*, facts and principles. That the sea has a moderating influence on the climate of a country is a geographical principle. That London on the coast has a more equable climate than Berlin which is inland is a geographical fact. That the density of population varies with the amount of rainfall is again another geographical principle. That the Gangetic valley is the most thickly-populated part of India is a geographical fact. A fact in geography is the result of the interaction of earth's forces, internal or external, or it may be the result of the combined action of both natural and human forces. A waterfall, an earthquake or a volcanic eruption, is an instance of the former, while aerial navigation is the most modern instance of the result of the combined action of the forces of nature and of man. A principle, on the other hand, is the result deduced from the operation of such forces and is exclusively the work of human agency. A fact, is by its nature, such as can be seen, felt or heard and so has relation to the sense, while a principle is only thought out or imagined and so has relation only to the mind. Everyone has seen a falling shower or a blowing storm. Everyone has felt the sensation of heat and cold. But everyone has to reason out and find that land gets

heated and cooled sooner than water. Both facts and principles have to be taught to pupils if their knowledge of the subject is to be complete and rational.

The importance of facts may first be considered by itself. Life is often said to be an adjustment to one's own environment and right living is only right adjustment to such environment. Geographical facts relate to a man's physical environment and they help to determine his manner of living. The part of the earth, which he has made his home, may be a plain, a plateau or a hill. It may lie close to the sea or it may be the sea itself. It may be a meadow of green grass or a savanna or a fertile valley watered by perennial streams. Or it may be a dry, desolate region, the earth whereof yields little or nothing. All these have their effect upon the life of man, each reacting upon him differently producing differences in his ways and habits of living. The Eskimo, for example, eats flesh. The Irishman eats potatoes while the Indian eats rice. The first is clothed in skin, the second in wool and the third in cotton. The occupation of the former is hunting or fishing, while that of the latter two is tilling. The process of living in each case is a process of adjustment to his environment. It is necessary, therefore, for every man who aims at successful living to understand aright his own environment and adjust himself accordingly. He should know where he is, how he gets his food, his dress and what his manner of living is, or is to be. But a mere knowledge of facts relating to one's own locality will not suffice. For, in modern times, the problem of life has become so complex and conditions of living have become so interdependent, that we cannot speak of the conditions of one place without at the same time referring to those of another, how far re-

mote so ever. The condition of Lancashire cotton manufacture depends to a great extent on the conditions of cotton growth in America and India. Again the problem of England's food-supply is a world-wide problem depending for solution on the productive capacities of different climatic regions on earth. The growth of the area under rubber plantation in the East Indies is determined not by the wants of the locality but by the demands of the world-market. So, a world-wide knowledge of facts is necessary on the part of every individual, not only for the successful solution of many domestic problems arising for consideration but also for suitably adapting himself to the conditions of his environment and thus ensuring successful living.

Now to turn to principles. Principles in geography are as important as facts. If knowledge of facts is to be insisted upon from a practical utilitarian point of view, knowledge of principles has, likewise, to be emphasised from a cultural stand-point. For, geography like every other subject of scientific study, has a cultural value of its own. It affords ample scope for the training of the pupils' mental powers and it is only in connection with the principles which they are made to learn that such powers are called into play, disciplined and trained. Every geographical principle is based upon or deduced from the properties of air, earth and water, which always act and interact upon one another under definite physical conditions, and according to certain definite physical laws. The laws of gravitation, of evaporation and condensation and of pressure and density are some of those which govern the actions of the earth and of the other elements, as also of the planets such as the sun and the moon. The tidal action of the moon on the earth

and upon the waters surrounding it is controlled by the law of gravitation while precipitation and the movements known as the winds and the ocean currents are regulated by the laws of heat, pressure and density. A fairly good and accurate knowledge of these laws is necessary for understanding the geographical principles based on them and both demand a certain amount of intellectual output on the part of the pupil. Again, every principle in geography is based on what may be called human tendencies and it is only by a close and careful study of human motives and tendencies to act under particular predicaments that the human side of geography has been so much developed and has been so much insisted upon in the modern treatment of the subject. The tendency to turn out hard and laborious work is not so much the characteristic of people living amidst nature's bounty as of those who are not so well-favoured by nature. People living in monsoon areas, for example, do not work so hard as those inhabiting the prairie regions of North America, as moderate work on the part of man in the former locality is met by an abundant response on the part of nature. Hence it is the former has been appropriately styled as the *region of increment*, and the latter, the *region of effort*. It is also the tendency of man spurred on by his own native instincts of activity and self-preservation, to draw towards a scene of active employment. Where therefore a centre of activity of one kind or other springs up, a cluster of population soon gathers round it. Towns are centres of activity of one kind or other and are centres of population as well. When a pupil is taught the principles of geography based on the laws of human conduct, he draws upon his own knowledge of human

nature and his mind is accordingly kept active and busily engaged. Further, every fact or phenomenon in geography is both a cause and an effect. It is the resultant of certain inter-acting forces, while it is, at the same time, one of such forces which interact. The phenomenon of the Gulf Stream drift, for example, is the effect of the operation of the wind on the warm waters of the ocean, while it is, itself the cause of the increased temperature of places lying on its path. The fact of Lancashire being a great industrial centre is the direct result of its being a large mining area, while it is, at the same time, the cause of the great density of its population. The principle of causation, therefore, finds wide application in the field of geography and where the pupil is made to trace a particular cause to its effect or the effect back to its cause, he is subjected to a process of mental drilling and his powers of reason and judgment get sharpened and trained. There are also other ways by which the study of principles in geography helps to develop the mental faculties of pupils and enables them to derive the full cultural value of the subject.

But, though facts and principles are important, each in its own way, they cannot be dealt with independently as isolated factors. They are always dependent upon each other and the one cannot do without the other. Knowledge of principles, by itself, is mere abstract knowledge and as such, has only a theoretical value. It is knowledge which has no bearing on actual life and is of no great importance from the point of view of the educator. The principles themselves, however important they may be, will not get impressed on the pupils' mind but will slip away if they are not often-times tested and verified by application to a wide range of

facts. On the other hand, knowledge of facts alone is only mechanical knowledge. It constitutes a load upon the pupils' mind and the more the facts are that are stowed into it, the greater is the burden felt. Nor is it possible to learn all facts about the world by this dull mechanical process of stowing and the attempt to learn even the most fundamental facts is likely to be most painful and irksome. But by associating facts with principles, both are easily taken into the mind and both get well-impressed while the pupil's knowledge of the subject as a whole gets more stabilised and rationalised. Again, facts, by themselves, constitute only the data of knowledge. They are the material on which theories are built or from which conclusions are drawn by reasoning *a fortiori*. It is the principles which are the results of such reasoning that raise geography to the level of a science. They form as it were the vital centres, whereas facts constitute only the bony framework of this knowledge machinery. Moreover, any fact or phenomenon and anything picturesque in nature appeal mostly to the senses and lead to a blind admiration of the glories of creation. An intellectual appreciation of nature's beauties or the romance of nature is possible only when facts and principles are combined in due proportions and both are welded together so as to form true geographical knowledge.

It may be of some interest now to consider what the teacher's attitude has been in regard to these two fundamental factors of geographical knowledge, *viz.*, facts and principles. A careful examination of the method of teaching which has been pursued up to now, shows two tendencies at work at two different stages in the course of the history of the teaching of this subject. For a long time in

the past, more than due importance was attached to facts, and principles were almost wholly ignored. The learning of geography was considered to be no more than a huge process of memorisation demanding miraculous powers of retention and reproduction on the part of the pupils and hard facts were often administered to young pupils just as stones could be offered to hungry sheep. These facts, forming as it were, so much uncooked or ill-cooked food remained undigested when taken in and as time went on, were eliminated as unwholesome foreign matter. But, for the time being, he was considered to be the best teacher who could import the largest number of facts into the pupils' mind and the best pupil was he who showed the greatest capacity for retention and storage. Learning by rote was the method usually employed by pupils which the teacher often facilitated by a judicious application of the rod. There were, indeed, the usual aids to memory, such as map-drawing and map-reading. But these were rarely resorted to. The geography classes could go on without the aid of maps or any apparatus; for both the teacher and his pupils had enormous faith in their memory powers. The map was, however, in evidence in the class-room often-times, though the pupils seldom ventured to approach it or were encouraged to do so. Map-drawing exercises were occasionally given but were never insisted upon, as a rule. Some boys did drawing work as a labour of love and they always did well. But their good work was as little appreciated as the bad work of their fellows was condemned. It was a time when practical work of every kind had very little face value.

Even writers of books on geography could not rise above the ideas of the times. They

betrayed the same tendency to over-emphasise facts and overlook principles as the teachers did. In the books which they wrote, they followed a dull, stereotyped method of dealing with continents and countries, which was found to be both unattractive and unwholesome. Facts were often collected together and bottled up, as it were, in paragraphs labelled as boundaries, physical features, climate and so on. There was no attempt at any connection or correlation and there was nothing to stimulate one's thought or reason. The book could boast of no variety of pictures, plans and maps and of nothing which would serve as a refreshing change from the dull and monotonous reading of the pages. The book was so full of details that no discrimination of facts according to their degree of importance would be possible. It was, in fact, more a catalogue than a treatise and the matter was as dry as a concordance.

The knowledge of facts gained by pupils from books so unsatisfactory and by methods so inefficacious and unwholesome was often found to be so rickety that it led them into committing the most ludicrous and quixotic blunders in their attempt at reiteration, so much so, that a famous teacher of old, once humourously said that some of his geography pupils were capable of performing feats worthy of a Hercules or any giant in a fable. They could, he said, transport mountains from one part of the earth to another, could change the direction and course of rivers and could even transform deserts into fertile valleys and *vice versa*. The fact is that such absurdities were the result of the unpsychological and irrational methods that were followed in imparting knowledge of a subject so useful as geography is.

The geography test was again only a memory test. There was no such variety of questions as would serve to test the variety of the pupils' powers. All questions had more or less the self-same purpose, *viz.*, to find out whether the pupils remembered certain continents and countries. No attempt was made to see whether the right kind of facts was learnt in the right manner. Some of the stock questions usually asked were—'Write what you know of. Give the exports and imports of. What and where are the following?' The answers to these questions, being mostly a matter of memory, pupils who were gifted with a good retentive power found them easy to answer, while those whose memory power was weak, hazarded the most reckless answers and often egregiously blundered. There often appeared one question called the map question which the pupils always carefully avoided and when the same failed to appear, as it sometimes did, it was felt as a great relief. Such was the aversion felt by pupils for practical work of every kind.

This state of things having continued for years, the feeling came at last that a subject of so high an educative value as geography is and so capable of rational treatment should have been taught, learnt and tested in a manner so unworthy of its nature and importance. A reaction set in. Teachers and writers on geography at once changed their angle of vision. Now it was the turn of the principles, and principles in geography came to be everything and facts nothing. It became, indeed, an age of reason so far as the world of geography was concerned and it was laid down almost as a dictum that knowledge not based on reason is no knowledge worth having. A strict and careful enquiry was then sought to be made into the causes and the causes of

Of Interest to College Students.

SHAKESPEARE MANUALS

Lectures on Merchant of Venice, by Prof. P. Subramaniya Ayya,
Professor of English, Pachaiyappa's College, Madras.

Lectures on Othello, by the same.

Lectures on Julius Cæsar, by the same.

Problems in King Lear, by the same.

All the above, Rupee One Each.

Problems in Hamlet, by G. Varadachari, M.A., National College,
Trichinopoly. Re. 1-12-0.

Text-Examiner on Henry V, by the same. Re. 1-0-0

A SHORT HISTORY OF GREECE

By Prof. T. R. Sesha Iyengar, M.A., Professor of History, Pachaiyappa's
College, Madras. Fourth Edition. Rs. 2-8-0.

A STUDY OF PUBLIC FINANCE

WITH CHAPTERS ON INDIAN FINANCE

By J. S. Ponnayya, M.A., Lecturer, Madras Christian College. Rs. 2-0-0.

Also numerous Study Helps in History, Economics, English Literature, &c.

CHEAP AND STANDARD FICTION

ROCHOUSE & SONS,

292, ESPLANADE, POST BOX 160, MADRAS.

THE TESTAMENT OF BEAUTY.

BY MR. P. K. SESHADRI AIYANGAR, B.A., B.L.,

Chingleput.

(Continued from p. 373).

VII.

THE reign of sex love in the primal instinct of Breed has been attended with moral and spiritual elevation culminating in the ecstasy of the mystic trance where self spoke to self in the silence of the absolute. This culmination was reached in the stage where the fusion of thought and feeling was attended by a strange experience which was unattainable by mere thought and inexpressible by mere feeling. The mystic who envisaged reality in some vague synthesis of spirit and sense struggled for expression and in his ecstatic dance sang of his union with God in the terms of love of a woman for her lover. The best part of the mystic's life, which has interest to the men of the world, is when he is enabled to represent to the surface consciousness, the insight gained by his spiritual intuition. The common universal language by which mystic experiences are rendered accessible to the whole of humanity is the feeling of sex love. Let us not quarrel with the scientist's guess that the great architect of the universe is a pure mathematician, but my point is that in his scheme of things the designer of the universe delivered his Esperanto in the common feeling of sex love. When it was proposed to communicate with Mars about 50 years ago, the suggestion was made that the most suitable language was that of pure mathematics. "It was proposed to light chains of bonfires in the Sahara, to form a diagram illustrating the famous theorem of Pythagoras, that the squares on the two smaller sides of a right-

angled triangle are together equal to the square on the greatest side." I believe they failed of their purpose. Would they succeed if the medium of communication is sought in sex love?

It would be enough to cite a few instances of mystic experiences expressed in the language of love. Talking of Kabir, Evelyn Underhill says: "It is a marked characteristic of mystical literature that the great contemplatives in their effort to convey to us the nature of their communion with the supersensuous are inevitably driven to employ some form of sensuous imagery; coarse and inaccurate as they know such imagery to be, even at the best. Our normal human consciousness is so completely committed to dependence on the senses that *the fruits of intuition itself are instinctively referred to them*. In that intuition it seems to the mystics that all the dim cravings and partial apprehensions of sense find perfect fulfilment. Hence their constant declaration that they *see* the uncreated light, they *hear* the celestial melody, they *taste* the sweetness of the Lord, they know an ineffable fragrance, *they feel the very contact of love*."

Kabir says

"My heart must cleave to my lover;

I must withdraw my veil, and meet him with all my body;

Mine eyes must perform the ceremony of the lamps of love."

Nammalvar, a great Tamil Saint of Southern India, had expressed his emotions of mystic union with God in the language of sweet dalliance at once expressive and making the

nearest approach to the inner experience. The soul of man which had strayed from the Lord is represented as the mistress who laments the separation from her lover (*i.e.*) God. The pang of separation and longing for union are thus expressed by the saint :—

" Lover's glow is paling, and instead, a dark
And sickly yellow spreading,—and the night
Becomes an age ! This is the matchless wealth
My good heart gave me when it yearned and sought
Keen discus-weilding-Kannan's tulasi cool ! "

Kalidasa whom Sri Aurobindo characterised as the supreme poet of the senses, of aesthetic beauty and of sensuous emotion, wrote his Kavya " The Kumarasambava." It is a story of the marriage of Siva with Uma and out of this union sprang up the son who slew the demon that threatened the world with destruction. Kalidasa has enriched the content of sex love with all the attributes of divinity and drew up a picture of love and nuptials " to serve as a prototype for human marriage and human love, and sanctify with divine precedent the forces which make the home and carry on the race of man." We see in this an attempt to lead man on the path of progress by the refinement of sensuous experiences.

The attraction of body and the beauty of the instincts which broaden into the apprehension of divinity are surely the vehicles which have an abiding place in the hearts of men and it were vain to belittle these instruments which God has given man to work with and to transcend by the aid of 'conscient reason.'

Man who alone has both a sense of reason and a feeling of repose can attain a perfection where the heart can reason and the mind can feel. In this struggle to harmonise the heart

and mind into their opposites of reason and feeling we have all the wonderful outpourings of creative art fertilizing the barren path of reason and leading on to the glow and warmth of feeling. Hence there is no point in despising any element of God's creation, as even in the highest reach of human endeavour there is no dissolution of the lower into the higher but a metamorphosis of the lower into the higher, a consciousness of the spiritual presence in the physical and mental forms, an awareness of boundless divinity into the bonds of the flesh.

Robert Bridges therefore says that their right order in love is to give "to soul first place, thereafter to body and last of the triune, intelligence." Body and soul find their heavenly embrace through the aid of intelligence and here and now we realise that

"Love's true passion is of immortal happiness
.....
Nor needeth it for joy to look off from this earth
And beyond, nor to sit on the school bench with them
Who dispute in argument the existence of God."

"Sensuous beauty," says Robert Bridges, "cannot be torn from her royal throne; she is the mother of heavenly love; our true compass in art; our comfort in faith; our daily bread of pleasure. Wordsworth has endowed nature with soul and says that he has received so much that "all my thoughts were steeped in feeling." This soul of nature is the creative instinct innate in nature by which it creates not itself but its "forms, arrangements and patterns which constitute all its value in the physical sphere. It is creative in the sense in which we call life or mind creative of values." The Sankyan Prakriti also is creative in the sense that in the presence and by the glamour of the Purusha, it evolves the manifold varieties of the cosmos towards

spiritual ends, namely, the withdrawing of the Purusha into itself released from its illusion of connection with Prakriti. This nature nourishes this sex love as she does so many other instincts which are our common heritage and fed by all the beauties of nature and of her instincts.

"I felt the sentiment of Being spread
O'er all that moves and all that seemeth still;
O'er all that, lost beyond the reach of thought
And human knowledge, to the human eye
Invisible, yet liveth to the heart;
O'er all that leaps and runs, and shouts and sings,
Or beats the gladsome air: O'er all that glides
Beneath the wave, yea, in the wave itself,
And mighty depth of waters Wonder not
If high the transport, great the joy I felt
Communing in this sort through earth and heaven
With every form of creature, as it looked
Towards the Uncreated with a countenance
Of adoration, with an eye of love
One song they sang, and it was audible,
Most audible, then, when the fleshy air,
Overcome by the humblest prelude of that strain,
Forgot her functions and slept undisturbed."

The language of mystic experience, the instrument which makes the home and carries on the race of man and the foundation of all progress in the ideal direction, is summed up in the words *sex love*.

From this sex love the highest stage in the atmosphere of pure love was reached when Christ died on the cross with love on his lips and left us his words: 'Thou shalt love thy neighbour as thyself!' Reason drew this conclusion thousands of years before him on the ground: "Because thy neighbour is in truth thy very self, and what separates you from him is mere illusion."

This sex love which inspires sensuous but yet impersonal sensations takes wings when rightly guided by reason and rests upon beauty which is the loneliness, the harmony

and the union and which is satisfying when taken in by the soul. This soul comforting beauty has no quarrel

"With that physical beauty
Whereof 'twas born, when once it wakened in
the mind
Needeth no more support of the old animal lure,
But absolute in its transmitted power and grace
Maketh a new beauty of its own appearances."

VIII.

Robert Bridges argues in the vein of the Well-Beloved of Hardy and of Arjuna of Tagore's 'Chitra' and says :—

"Thus oft the full majesty and happiness of love
Is found in lovers whose corporeal presences
Would seem disloyalty to the gay worshippers
Of the goddess of grace, nor fit to approach her
shrine;
Yet lightly will love rate the ridicule of them
Whose passion, subsisting in the flourish of flesh
Outlasteth not its brief prime, but must fade and
fade
As that fadeth, and when it perisheth perish."

But none the less the truth cannot be gainsaid that body has a large part in love.

'For if 'twere only
Spirit knew how to love, an easy road
My feet had down to death.'

In the supremely single ecstasy which love makes

"Married spirits leap together
As lightning out of the clouds of sex flesh,
Into one sexless undivided joy."

The woman does not complain that with all her beauty she should merely be the source of love's passion in man nor does man foolishly imagine that he fordone

"And wearied, may find lodging out of the noise
Upon her breast, and looking in her eyes
May wash in pool of kindness, fresh as heaven
The soil of sweat, and trouble from his limbs."

On the other hand 'where the spirit of woman grows from loved to love' she exclaims

"All my body is become a song
Upon the breath of spirit, a love song"
and the man reciprocates
"And mine is all like one rapt faculty
As it were listening to love in thee
My whole mortality trembling to take
Thy body like heard singing of the spirit."

Robert Bridges says that the allure of bodily beauty is the same in both the sexes with this difference that in man it is 'more active' and in the woman it is 'more predominant, more deeply engaging life, grave, and responsible'. Reason tells us that bodily beauty was a masculine attribute till man left his hunting and took to tillage of fields. Thereafterwards man found the chief transport of his soul in the passion of the sex, ascribed supremacy of beauty to woman's grace, and the frail woman accepted his idolatry and hence Shakespeare apostrophised 'frailty, thy name is woman'.

Where man and woman surrender themselves into each other's hands in moments of abandon reserving nothing and asking nothing, there is the same intensity and warmth of love in both, but yet whether she knows it or not

"The woman's choice hath been by a deeper purpose led,
Whereof the mastering revelation awaiteth her
In the reality of her motherhood."

Among the many that from the din and dust of dynamic life sing of the Self as fixed and immutable, of the reality of the Self underlying the world, and of the reality of the world in the Self, Lascelles Abercromby stands out prominent; and he describes the grand motherhood of woman much as the Hindu has been singing all along

"Ay, truly
For look how from their wondrous bodies comes
Increase; who knoweth where such power ends?

They are in league with the great Motherhood
Who brings the seasons forth into the open world;
And if to them she hands, unseen by us,
.....
What secret share of her earth's monstrous power
May she not also grant to woman's lives."

Sappho loved as man, foolishly thinking of man's beauty as the flame feeding on sacred oil, woman's desire. She had forsaken the ideal of motherhood stirring woman to love and into an unresponsive brutish heart of a ferryman made beautiful by Aphrodite poured down her sensuous love and in the agony exclaimed

"Sweat runs down in rivers, a tremor seizes
All my limbs, and paler than grass in autumn
Caught by pains of menacing death, I falter
Lost in the love trance."

She threw herself into the sea hoping for ease into its depths or to see the fair form of her Phaon. Disgusted with life and disappointed in love she said

"To raging seas unpitied I'll remove;
And either cease to live or cease to love."

Robert Bridges draws the moral from this that when women will unsex their own ideal of love and make love as a man

"'Tis a blacksliding and treason against nature."

There was one who loved and partly won and lost. He worshipped love and brought in at the altar his sensuous delights and ecstasies of soul. While in the enjoyment of love's little harmonies that are rooted in the flesh his spirit rushed forth from within his prison-house and partook of the sweetness. In the height of those spiritual moments to which he was transported by love's mysteries he turned back and descended

"T' affections, and to faculties,
Which sense may reach and apprehend
Else a great Prince in prison lies."

To such a lover as he, there was no love without the body, for he ever clung to his

body as the play-ground for his spiritual recreations. The bliss of soul and the delights of the body came to him in pairs and diffused themselves into the whole of his being. This concept of love which is a mixture of 'all stuff paining soul and sense' is not the ideal conception, for it is 'not so pure as they used to say.' This John Donne was a mixture of contradictions in whom sense and spirit struggled for mastery. In his spiritual moments he spurned death and rejoiced

"For, those, whom thou thinkest thou dost overthrow,
Die not, poor death, nor yet canst thou kill me."

When in the allurements of the flesh he found the dawn of spirituality, he dreaded death and burst into violent desperate grief. He then mourns

"O strong and long-lived death how camest thou in?
And how without creation didst begin?"

* * * *

How could I think thee nothing, that see now
In all this All, nothing else is, but thou."

This imperfect idealisation of love persisted with John Donne though he loved with body and soul intensely and passionately. When the highest was not realised even at this pitch, what chance is there for the soft sentimental love of the sweetheart whose "unceasing flow of tears has been distributed among her friends, her anxiety passed on to her elders, her depression has been transferred wholesale to her attendants, her fire of love deposited in her companions. To-day or to-morrow her calm will be complete, only a few sighs now vex her. Take heart; she has shared out the sorrow begotten of thy departure."

The love of John Donne reminds us of the mathematicians withdrawing 'increasingly into the upper regions of ever greater extremes of abstract thought' and yet returning 'back to earth with a corresponding growth of importance for the analysis of concrete fact.'

Madras University.

Intermediate Examination, 1933.

	RS. A.	RS. A.
SHAKESPEARE—JULIUS CÆSAR, with Introduction and Notes, by Mark Hunter, M.A. (College Classics Series) ...	1 12	A HISTORY OF INDIA, Part I—HINDU INDIA—by C. S. Srinivasachari, M.A. and M. S. Ramaswami Aiyangar, M.A. ... 2 8
GOLDSMITH—THE DESERTED VILLAGE, with Introduction and Notes, by J. M. Hennessy, B.A. ...	0 8	A HISTORY OF INDIA—Part II—MUHAMMADAN INDIA—by the same authors ... 3 0
COLERIDGE—THE RIME OF THE ANCIENT MARINER, with Introduction and Notes, by E. E. Kellett, M.A. ...	0 12	(Prescribed as a text-book for the Intermediate Examination of the Madras, Andhra, Mysore and Annamalai Universities.)
MACAULAY—ESSAYS ON BUNYAN AND GOLDSMITH, with Introduction and Notes, by E. H. Elliot, B.A. ...	0 12	A HISTORY OF INDIA, Part III—BRITISH INDIA—by the same authors—Ready in July.
		INTERMEDIATE GEOMETRY (Theory and Practice), by M. Satyanarayana, M.A., L.T., and K. S. Patrachariar, M.A., L.T. 4th and Revised Edition ... 2 8

 *It is the one book that treats all the topics generally included in the "General English" paper.*

HIGH SCHOOL ENGLISH COMPOSITION

BY

P. C. WREN, M.A. (Oxon.)

LATE INDIAN EDUCATIONAL SERVICE

AND

H. MARTIN, M.A., O.B.E.

PRINCIPAL, ISLAMIA COLLEGE, PESHAWAR.

Third Edition. Pages 428. Price, Rs. 2-4.

 **Practical in treatment, and comprehensive in scope, this book merits introduction in all the High School classes at the first opportunity.**

 *There is no other book of its class that is quite so good, either in plan or execution.*

HIGH SCHOOL ENGLISH GRAMMAR

CONTAINING

GRAMMAR AND USAGE—ANALYSIS OF SENTENCES—
TRANSFORMATION AND SYNTHESIS OF SENTENCES—
FORMATION OF WORDS—FIGURES OF SPEECH, ETC.

201 EXERCISES IN GRAMMAR AND COMPOSITION

BY

P. C. WREN, M.A. (Oxon.)

FIRST EDITION, 12th March 1928. SECOND EDITION, 19th June 1928.

THIRD EDITION, 3rd April 1929. FOURTH EDITION, 3rd February 1930.

SIXTH EDITION, July 1931.

Contains 390 pages of closely printed matter Price, Rs. 2.

This is a working class-book of modern English Grammar and Usage for High School classes. It provides side by side a practical course in English Composition. The Exercises for practice are numerous, varied, carefully-graded, and of a practical character.

COOPER, Publishers, BOMBAY.

MR. K. S. AIYAR, B.A., L.T., F.S.A.A.

THE PIONEER OF COMMERCIAL EDUCATION IN INDIA.

A SHORT BIOGRAPHY

BY HIS NEPHEW

MR. P. BALASUNDARAM, F.B.I.

*Director of the Central School of Commerce, Kumbakonam,
and Accountant, Kumbakonam Bank, Ltd.*

"He did not blunder into renown—nor were his achievements mere accidents."

This is exceptionally true of Mr. K. Subramani Aiyar, B.A., L.T., F.S.A.A., better known as Mr. K. S. Aiyar, Senior Partner of Messrs. K. S. Aiyar & Co., a leading firm of Accountants and Auditors, Bombay. Anybody who has come in personal contact with him cannot but have found in him a remarkable singleness of purpose, an indomitable character, a determination to better the lot of the younger generation and a resourcefulness to overcome obstacles. When he was only twenty-five years old, he began to realize the importance of diverting some of our young men from literary to mercantile pursuits and opening out new careers for them. He, therefore, started preaching that industry cannot thrive without commerce and that by a suitable system of commercial education, the youths of this country could be well-equipped for business careers. This has been his guiding principle in life: for he has all along been devoting his entire energies to the development of commercial education in India and he has luckily been spared to see the fruition of his labours.

"Bombay Aiyar," as he is well-known among his friends and relatives, comes of a respectable South Indian Brahmin family and

was born on 6th June 1859 at Thepperumallur, a village near Kumbakonam (Tanjore district), the centre of Brahminical culture, situated on the banks of the Cauvery, a river held sacred by the Hindus. His father, Mr. K. Kalyanaramier, was then a clerk in the Collector's Office, Tinnevely, and later became a Sub-Magistrate in the Tanjore district where he got his son educated. He was an efficient officer and commanded the confidence of his employers as well as of the public. His mother, a woman of an amiable and loveable disposition, showered all her affections on this, her first son, "Mani."

Mani, as he was then called, was duly initiated in the Three R's and was admitted in the Town High School, Kumbakonam, and was later transferred to St. Joseph's College, Negapatam, where his father was then a Sub-Magistrate. At that time, University examinations were held in December every year, and Mani matriculated in 1873, then only a boy of fourteen years. He then joined the Government College at Kumbakonam, then known as the 'Cambridge of Southern India.' I have often heard it said that it was really a pleasing sight to see him going to college, a small boy among many grown-up ones—with long plaited hair on his head. He received his College education under such

Joint Secretary to the Madras Graduates' Association and submitted representations on behalf of that Association for the bifurcation of studies in High Schools and the introduction of Commerce in the High School Curriculum.

The Hon'ble Sir H. E. Stokes, Member of the Executive Council, Madras Government, speaking at the Prize Distribution of Pachaiyappa's Schools on 29th March 1889 remarked:

"While commissions have been sitting, theorists have been talking about education which is not purely literary, about bifurcation of studies, and so forth, Messrs. Adam and Subramani Aiyar have, with the hearty support of the Trustees of Pachaiyappa's Charities, established that *most admirable Commercial School*, which is the forerunner, and which will be the pioneer of all institutions of the kind. It shows what can be done by men who have *their hearts in their work*."

The Madras Government, having found Mr. Aiyar's Commercial School a splendid success, were anxious to get men trained in the Teachers' College at Saidapet to teach Commercial Subjects; and Mr. K. Subramani Aiyar was prevailed upon to accept the Lecturership in Commerce in that College in September 1889, when he was thirty years old, on practically the same salary that he was drawing as Head Master of the Pachaiyappa's Commercial School. After two or three batches of commercial teachers had been successfully trained by him, the Government abolished the commercial section of the Teachers' College; and Mr. Aiyar began to agitate for a Government School of Commerce to be started and his being sent out as Head Master of such a School. Here was the beginning of his brilliant career. In July 1890 he was elected an Associate of the Society of Incorporated Accountants and Auditors of London and in that year he

brought out his standard text-book on Book-Keeping, which has enabled so many of our young men to easily master the principles and practice of Book-Keeping and which has been prescribed as a text-book for the Madras, Mysore and Bombay Government Examinations in Book-Keeping.

Just at the time when things were shaping in the right direction and when Mr. Aiyar had begun to be recognised as the pioneer of Commercial Education in India, his father died. This was in October 1894 and proved a severe blow to him; and from that time he had to shoulder the entire family burden, as he now became its only support. He was, however, not unnerved and did not in the least shirk the heavy responsibility.

"The heights of glory by great men reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night."

Mr. Aiyar's untiring zeal, however, for the cause of commercial education resulted in the starting of the Government School of Commerce at Calicut (West Coast, Southern India) over which he was made to preside for a period of five years from February 1895 on a salary of Rs. 140 per mensem. Mr. H. B. Grigg, M.A., C.I.E., Director of Public Instruction, Madras, writing him on 20th February 1895 says: "I believe there is no one in the Presidency, better fitted than yourself to prove that the School meets a public need." When in charge of this school he went on lecturing tours on the West Coast to enlist the sympathy and support of merchants, bankers and officials in the cause of commercial education. Mr. M. J. Murphy, I.C.S., Malabar, presiding at one of such

lectures on 20th July 1895, remarked: "I think the great point is Mr. Subramani Aiyar's ardent and eager personality in going about preaching all over Malabar—that is his great charm." He started Malayalam Commercial Classes in that School for the benefit of Mapilla Boys who had completed their primary education. Students of the Calicut School of Commerce are now found earning big salaries all over India and Burma in Government, Private and Commercial Offices. This was the first School of Commerce started by Government in India, and Mr. Aiyar was the first Headmaster of that school.

His services in the cause of commercial education were so highly appreciated by the public that in 1898 he was elected a Fellow of the University of Madras by the votes of his fellow-graduates. Soon after he became a member of the Senate of that University, he submitted proposals for making commerce an optional subject for the B.A. Degree Examination of the University. Though the Syndicate in general approved his proposals, they turned down the scheme as impracticable under the circumstances then existing.

"There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune."

During the years when Mr. Aiyar's activities were confined to the Madras Presidency, the Trustees of the Byramjee Jeejeebhoy Parsee Charitable Institution, Bombay, had been in correspondence with him in connection with the starting of commercial classes in that institution; and he was requested to go over to Bombay and accept the Principalship of that institution. Mr. Aiyar's attempts to prevail upon the Madras University to introduce the subject of

commerce into their Degree Courses having proved a failure, he resolved to transfer his activities to Bombay in the full hope that he stood a better chance for getting recognition for higher commercial studies in that Commercial Capital of India. In February 1900 he therefore resigned Government Service in Madras and became the Principal of the Byramjee Jeejeebhoy Parsee Charitable Institution, Bombay, on a salary of Rs. 350-25-100. He was 35 years old when he went to Calicut and forty years old when he resigned Government Service and went to Bombay. His activities in Bombay far outshone those in Madras; and what were flashes till now attained a better shape and hue and shot forth in increased brilliance.

In March 1900 he converted the Institution into a College of Commerce and prepared the Parsee Students of that College for the London Chamber of Commerce Examinations. He also started in June 1900 a night school of commerce for non-Parsee students. This night school proved so popular that it attracted students from Baroda, Bhavnagar, Kathiawad and Poona and earned for Mr. Aiyar an annual income of Rupees 5,000 to Rs. 7,500; Mr. M. K. Dandekar, till lately Principal of the Madras Government Institute of Commerce, belonged to the first batch of students that joined this Night School of Commerce.

Presiding at one of Mr. Aiyar's Public Lectures in Bombay on 22nd June 1900, the Hon'ble Mr. Justice M. G. Ranade, M. A., LL.B., C.I.E., Judge, High Court, Bombay, remarked:

"Mr. K. Subramani Aiyar hardly requires any introduction as he has already made a name for

HIMSELF IN THIS CITY.....Two years ago, if I had been told that proud Bombay was going to send for a teacher from Madras, I should have declared it to be a very unlikely thing to happen. But that unlikely event has now happened; and we may well congratulate the Trustees of the Byramjee Jeejeebhoy Institution on their having secured the services of SUCH AN EXPERT AND PRACTICAL ENTHUSIAST."

He was made a Fellow of the Bombay University and was an active member of the Senate of that University for about thirty years. When on a visit to the Byramjee Jeejeebhoy College of Commerce on 7th February 1901 H. E. Lord Northcote, G.C.I.E., C.B., Governor of Bombay, remarked:

"I congratulate those who conduct this Institution on their good fortune in securing the services of such an expert in commercial education as Mr. K. Subramani Aiyar."

He was made a Justice of the Peace in 1902 and an Honorary Presidency Magistrate in 1904, in which latter capacity he worked for nearly twenty years. He then got the Bombay University to introduce commerce as an optional subject for the University School Final Examination and started his agitation for the institution of a University Degree in Commerce.

"Where there is a will there is a way" is fully exemplified by Mr. Aiyar's work in Bombay. He re-started public practice as an Auditor and founded the firm of K. S. Aiyar & Co., now a leading firm of Indian Auditors in Bombay. No Indian at that time could become an Incorporated Accountant unless he served an apprenticeship of three to five years in London. Mr. Aiyar, therefore, strenuously pressed upon the London Council of that Society the inequity of such a regulation and secured their permission in

1905 for Indians to serve their apprenticeship in India under practising Incorporated Accountants. Thus he paved the way for Indian youths entering the Accountancy profession in ever-increasing numbers. The first of such apprenticeships in India was served under Mr. K. S. Aiyar by Mr. Sorab S. Engineer, B.A. (1905-1908); Mr. S. S. Engineer, as soon as he became an Incorporated Accountant, was admitted as a partner of Messrs. K. S. Aiyar & Co., in which capacity he worked for a period of five years (1909-1914). Mr. Aiyar then got him appointed a Part-time Professor of Accountancy in the Government College of Commerce, Bombay, whereupon Mr. Engineer started independent practice as an Auditor.

The year 1905, therefore, was a land-mark in the progress of the Accountancy profession in India; and in 1915 a further impetus was given to it. At the instance of Mr. K. S. Aiyar the Government of Bombay, under instructions from the Government of India, constituted an Accountancy Diploma Board for organising and conducting All-India Examinations in Accountancy and Auditing and awarding a Diploma (Government Diploma in Accountancy, *viz.*, G.D.A.), enabling the Diplomats to practise as Auditors in India. Of such a Board, Mr. K. S. Aiyar was chosen as an expert member and Secretary. The Hon'ble Mr. C. H. A. Hill, C.S.I., Education Member of the Government of Bombay, announced in his Budget Speech at the Legislative Council Meeting of 15th March 1915 that "Mr. K. S. Aiyar, who had done so much for the College of Commerce, has been asked to draw up a scheme for the institution of an examination for the Diploma

in Accountancy." Mr. K. S. Aiyar worked as Secretary to the Accountancy Diploma Board from 1915 to 1923, and was succeeded by Mr. M. L. Tannan (M. Com.), Principal of the College. This Board is now to be replaced by an All-India Accountancy Board directly under the Government of India, and will, in future, have control over all classes of Auditors in India, including Chartered Accountants, Incorporated Accountants, G.D.A.'s and Certified Auditors. Mr. Aiyar's long-cherished ambition, therefore, to create and develop an Accountancy profession in India for Indians, for which he had been striving hard for nearly half a century, has now become an accomplished fact, even during his life-time.

After having trained a sufficient number of Parsee commercial teachers to efficiently carry on the working of the Byramjee Jeejeebhoy College of Commerce, Mr. Aiyar resigned the Principalship of that College in 1908 and started a Swadeshi Life Insurance Company, called the Bombay Life Insurance Company, Limited, and worked as its Manager from 1908 to 1916. This he was able to do even while continuing all his other activities, as a practising Auditor and an active member of the Senate of the Bombay University.

In 1900, Mr. K. S. Aiyar submitted to H. E. Lord Northcote, Chancellor of the University of Bombay, a scheme of studies for a Degree in Commerce and in his Convocation speech of February 1901, His Excellency pleaded for University recognition of the scientific study of commerce. The further consideration of this question was postponed in view of the appointment of Lord Curzon's Universities Commission of 1902. That Commission, while recognising that the study of commercial

subjects should be fostered by the Universities and the Government, recommended that the consideration of this subject be taken up after the other urgent reforms had been carried out. After the Indian Universities Act of 1904 had come into force, Mr. K. S. Aiyar submitted to the University of Bombay, once in 1905 and again in 1910, definite proposals for the institution of a Degree in Commerce. Meanwhile representations were received by the University from various mercantile associations supporting the scheme for the institution of a Degree in Commerce and the establishment of a College of Commerce. Mr. Aiyar's persistent efforts, backed by the merchant princes and industrial magnates of Bombay, resulted in the institution of a Degree in Commerce (B. Com. Degree) by the University of Bombay on 27th January 1912, the first of its kind in India.

Sir Narayan G. Chandavarkar, Acting Chief Justice, and Vice-Chancellor of the University of Bombay, presiding at a meeting on 10th July 1912 when a congratulatory address was presented to Mr. K. S. Aiyar by the students of his commercial classes, remarked:

"Mr. Subramani Aiyar's advent in Bombay is a land-mark in the history of this City. He came at a time when there was a very strong prejudice against the introduction of a commerce curriculum in the University courses. He came and worked for the cause he has so much at heart, and with his characteristic energy, vivacity, perseverance and confidence prevailed upon the University to recognise the study of commerce. He came, he saw, he waited, and at last he has conquered. I know and Mr. Aiyar knows how he used to come and tell me that he was bent upon getting the commerce curriculum recognised by the University and I know how at times he was a little disappointed at the slow progress of his cause. But I knew my man; I knew that he was not a man to give up what it

was his mission to accomplish. With his indomitable energy he was not to be cowed down by disappointments.

"I have in my own feeble way endeavoured to picture to you the hidden personality that is in this slim figure. Mr. Aiyar is a thin man, but a very volatile man; his volatility has worked wonders. He is a missionary and has achieved his mission. Mr. Subramani Aiyar is a Brahmin and a Brahmin's business is to go and beg. Mr. Subramani Aiyar has begged—begged not for himself but for a Commerce Degree and a Commercial College."

Mr. K. S. Aiyar went on lecturing tours in Northern India and Southern India in 1911 and 1912 to popularise Higher Commercial Education and point out the advantages of a University course in Commerce. During the course of 1912 and 1913, the Government of Bombay began to make the necessary preliminary arrangements for starting a College of Commerce in Bombay—the first of its kind in India. Early in October 1913, the Bombay Government resolved to start the College on 22nd October 1913 and entrust the working of the College to Mr. K. S. Aiyar as its Honorary Principal. In the short period of a fortnight, Mr. Aiyar completed all the arrangements for starting work at the College and the confidence that the public had in his capacity to make the College a success was evidenced by the fact that over two hundred applications for admission were received by Mr. Aiyar from fully qualified students and that he had to refuse admission to one hundred applicants for want of accommodation. The Government of Bombay issued a Press Note on 10th October 1913 announcing that

"His Excellency the Governor-in-Council desired to acknowledge that the early introduction of the temporary arrangements therein announced has been rendered possible only through the energy,

zeal and resourcefulness of Mr. K. S. Aiyar, who had consented, pending the arrival in India of the permanent Principal of the College, to give his services in an honorary capacity to the College and that the Bombay Government were glad that this institution, which so largely owed its inception to Mr. Aiyar's labours in the cause of commercial education, should first commence operations under his Principalship."

The Hon'ble Mr. C. H. A. Hill, I.C.S., C.S.I., C.I.E., Education Member of the Government of Bombay, in announcing at the Legislative Council meeting of the 13th March 1914 "that the College of Commerce was opened in October last and has made an exceedingly favourable start, wished to take that opportunity of expressing the obligations of Government to Mr. K. S. Aiyar, who gratuitously undertook the office of Principal pending the arrival of the permanent Principal from England."

As remarked by Mr. M. L. Tannan (M. Com.), Principal of the College, at the College Day celebration in 1926, it is the opinion of some that if the College had not been started in October 1913, the Great War of 1914-1918 might have delayed its establishment for several years.

A life-size portrait of his has been put up in that College by his colleagues and students to mark their appreciation of his successful efforts in the cause of higher commercial education in this country. On retirement from the Principalship, he was appointed an expert member of the Advisory Board of that College, which position he still holds. His portrait was unveiled at the College on 22nd December 1914 by the Rev. Dr. D. Mackichan, M.A., D.D., LL.D., Vice-Chancellor of the Bombay University, who remarked:

"He was glad that Bombay had through this institution added one to many others on which they rested their claim of being 'Urbs Prima in Indis,' notwithstanding that they owed it to a member of another Presidency. However Mr. Aiyar now belonged to Bombay and he had become one of their distinguished citizens. Had it not been for Mr. Aiyar, this College would not have come into existence, and no institution was more distinctly connected with the personality of an individual than this College was with that of Mr. Aiyar. Mr. Aiyar had set before them an example of patient, persevering, devoted and unselfish work, and what better example could they like to have than the life of the founder of this College."

From the day on which Mr. K. S. Aiyar settled in Bombay, he was endeavouring to induce young Indian Mathematics graduates to qualify as Actuaries and become practising Actuaries. From 1902 forwards he tried to enlist the active co-operation of Mr. R. P. Paranjpye, Senior Wrangler and Principal of the Fergusson College, Poona, in the matter of getting Indian Actuaries trained. In 1909 he induced Mr. Mahadev R. Tambe, a Mathematics graduate and a Licenciante in Civil Engineering of the University of Bombay, to become an apprentice of Messrs. K. S. Aiyar & Co., with a view to his qualifying both as an Incorporated Accountant and as an Actuary. Mr. Tambe proceeded to London on the completion of his apprenticeship in Bombay and passed the Incorporated Accountant's Examinations. On Mr. K. S. Aiyar's recommendation, Mr. George King, a well-known Consulting Actuary, admitted Mr. Tambe into his office in London and gave him practical training; and Mr. Tambe passed Parts I and II of the London Institute of Actuaries Examinations and became an Associate of that Institute. He was, on his return to India, admitted as a partner

of Messrs. K. S. Aiyar and Company and practised both as an Auditor and as an Actuary (1914-1919). Mr. Aiyar got Mr. Tambe appointed in 1919 as an Accountant in the Bombay Municipal Office, where he is now Chief Accountant.

Mr. K. S. Aiyar had made Actuarial Science one of the optional subjects for the B. Com. Degree, instituted by the University of Bombay in January 1912. Attempts were made by a few members of the Senate in 1914 to get Actuarial Science dropped from the list of optional subjects for the B. Com. Degree on the ground that qualified Professors were not available in India. But Mr. K. S. Aiyar managed to defeat such attempts with the help of Sir Lalubhai Samaldas, Mr. R. P. Paranjpye and a large number of other members of the Senate. Though Actuarial Science thus continued to be an optional subject for the B. Com. Degree, no arrangements were made for instruction in that subject. Mr. Aiyar tried to get Mr. Tambe appointed as a part-time Professor of Actuarial Science in that College. Mr. Aiyar's recommendation was however not accepted on the ground that Mr. Tambe had not passed parts III and IV of the Actuaries' Examinations and was only an Associate and not a Fellow. Meanwhile Mr. R. P. Paranjpye who had for a long time been a strong supporter of Mr. Aiyar in this matter became Education Minister in Bombay. A scheme was then drawn up by the Hon'ble Mr. R. P. Paranjpye, in consultation with Mr. K. S. Aiyar in 1921, for sending an Indian Associate of the Institute of Actuaries to London with a Government Scholarship for two years for getting the scholar to qualify as a Fellow of the Institute, and appointing him on his return from London,

a part-time Professor of Actuarial Science in the Bombay College of Commerce.

Mr. L. S. Vaidyanathan, M.A., then a Lecturer in Mathematics at the Baroda College, happened to be one of those few Indian graduates, who on Mr. K. S. Aiyar's advice, had become Associates of the London Institute of Actuaries by passing Parts I and II of the Examinations of that Institute held in Bombay. Mr. Aiyar prevailed on Mr. Vaidyanathan to resign his appointment in the Baroda College and go to London for two years practical training there; and the Hon'ble Mr. R. P. Paranjpye, Education Minister, an enthusiast in this matter, was good enough to get the sanction of the Legislative Council for the award of a scholarship for a period of two years. Difficulties were then created in the Secretariat about the possibility of Mr. Vaidyanathan being admitted into an Actuary's office for practical training. Mr. K. S. Aiyar then placed himself in correspondence with his old friend, Mr. George King, a practising Actuary in London, and secured his consent to Mr. Vaidyanathan working in his office. These difficulties delayed matters and it was only in 1923 that Mr. L. S. Vaidyanathan was able to sail for London with a Government scholarship for two years. He returned to Bombay in 1925 and is now Part-time Professor of Actuarial Science at the Bombay Government College of Commerce, known as the Sydenham College of Commerce. He is at present the only Indian Fellow of the London Institute of Actuaries. The Directors of the Oriental Government Security Life Assurance Company, Bombay, have engaged his services as an Assistant Actuary of their Company. One of his students, a Bachelor of Commerce in Actuarial Science, who was first appointed

an Actuary of a Punjab Life Assurance Company, has now become an Assistant Actuary in the Government of India Secretariat. Mr. K. S. Aiyar's labours in the creation and development of an Actuarial profession for Indian youths in India has thus become an accomplished fact even in his life-time.

Mr. K. S. Aiyar was for several years President of the South Indian Club and an active member of the South Indian Co-operative Credit Society, Ltd., Bombay. He was in 1917 Vice-President of the Society of Professional Accountants, Bombay, and in 1930 the President of the Incorporated Accountants' Association, Bombay. He was Chairman of the Reception Committee of the Bombay Session of the Indian Economic Conference, 1924; and His Excellency Sir Leslie Wilson, P.G., G.C.I.E., C.M.G., Governor of Bombay, in declaring that Conference open, on 22nd January 1924, remarked

"We are fortunate in Bombay in the possession of the Sydenham College of Commerce and Economics and I am particularly fortunate to-day in hearing a very eloquent welcoming address from Mr. K. Subramani Aiyar, its first Principal, whose services not only to the College but to the economic education in general have been so remarkable and to whom we look in future for a continuance of his great assistance."

In June 1914, he was a State guest of the Mysore Government for three weeks, when he endeavoured to popularize Higher Commercial Education in Mysore and offered general advice on the development of commercial education in the State. He was invited by the Benares University in February 1916 to advise on the institution of a Faculty of Commerce at that University.

In the midst of his manifold activities in Bombay, Mr. Aiyar did not forget the

interests of his native province, Madras. He prevailed on the Government of that Presidency to start an institution in Madras for the purpose of training the youths of that province for the Auditor's profession. The scheme materialised and in 1918 the Government Institute of Commerce, Madras, was started for training young men for the Madras Government Examinations in Commerce and for the Bombay Government Diploma in Accountancy. But difficulties arose in securing a qualified Principal for that Institute; and Mr. Aiyar prevailed on one of his old Bombay students, Mr. M. K. Dandekar, B.A., Incorporated Accountant, to accept the Principalship with liberty to practise as an Auditor. In commemoration of Mr. Aiyar's sixtieth birth-day, a life-size portrait of his has been unveiled by the Vice-Chancellor of the Madras University in the Library of that Institute.

Dewn Bahadur R. Ramachandra Rao, C.S.I., Education Secretary to the Government of Madras, and later Collector of Madras, speaking at the unveiling ceremony, remarked:—

"Mr. K. S. Aiyar was one of the few Madrasis who brought honour to the Presidency by his work in other provinces. Madras must be grateful to him for several reasons. In the first place, he had given Mr. M. K. Dandekar, an energetic worker, in the cause of commercial education; secondly by his indomitable energy and persistent pressure upon the Madras Government he was instrumental in getting this Institute of Commerce started in Madras."

Not satisfied with the result of his efforts during a greater portion of his life in British India, Mr. Aiyar has in the past few years turned his attention to the State of Mysore. In 1920 he acquired house property in Bangalore known as "Bombay Home" in Shankar Mutt Road, Bangalore City. His wife having died in Bangalore on 9th June

1923 in her sixty-first year, he has built a ward in her memory in the Government Maternity Hospital of Bangalore City. He has recently begun to reside in Bangalore, a health resort, during the hotter months, spending the remaining portion of the year with his two sons, who are both partners of his firm in Bombay, Mr. Bharata K. S. Aiyar and Mr. Arjun K. S. Aiyar, B. Com., G.D.A., Incorporated Accountant. Even in his comparative retirement and when he has passed the limit of "three score and ten" he has been taking an active part in the economic activities of Bangalore, as a member of the Committee of the Mysore Chamber of Commerce, a member of the Standing Committee of the Mysore Economic Conference and a member of the Mysore Government Commercial Education Board. He has in his 72nd year prevailed upon the Government of Mysore to develop their commercial school into an Institute of Commerce, equipped to prepare Mysore youths for the Bombay Government Diploma in Accountancy. He has been taking an active part in the organisation of the G.D.A. classes started in Bangalore in July 1930, and is endeavouring to get Diploma classes started in Bangalore for Life Insurance, Salesmanship, &c.

The Golden Jubilee of Indian Commercial Education falls on 3rd February 1936 and may we hope that Mr. K. S. Aiyar will be spared to take part in the Jubilee Celebrations of February 1936, which will incidentally express our appreciation of his half a century's labours in the cause of Indian Commercial Education.

Mr. Aiyar, although in the declining years of his life is still to be seen sauntering along the wide and beautiful avenues of Bangalore with a stick in hand and with all the vigour

of youth, in company with a number of retired officials and non-officials, each with a distinguished record of service in his own walk of life. This company may be seen every evening seated on the garden seats opposite the Glass House in the Lal Bagh, pleasantly chatting away their evening hours and discussing problems of various kinds.

One could chat with Mr. Aiyar on new careers for young men for hours together and yet not find him tired. His beaming face has not in the least been marred by long years of toil and incessant work. Long may he be spared to us!

"He is gracious if he be observed;
He hath a tear for pity, and a hand
Open as day for melting charity."

Books useful for Intermediate and B. A. Degree Examinations.			
A HISTORY OF INDIA, by C. S. Srinivasachariar, M.A., and M. S. Ramaswami Aiyangar, M.A. Part I—HINDU INDIA, with six maps (<i>Prescribed as a text-book for the Intermediate Examination of the Andhra University</i>)	RS. A.	INTERMEDIATE CHEMISTRY, by P. Lakshmi Narasu, B.A., Professor of Physical Science, Pachaiyappa's College, Madras.	RS. A.
Part II—MUHAMMADAN INDIA—by the same authors	2 8	INTERMEDIATE PHYSICS, by the same author	3 8
INTERMEDIATE GEOMETRY (Theory and Practice), by M. Satyanarayana, M.A., L.T., and K. S. Patrachariar, M.A., L.T. 4th and Revised Edition	3 0	LECTURES IN LOGIC, by Rao Bahadur S. Mangesh Rau, B.A.	4 0
THE STUDENT'S COMPANION TO GEOMETRY, for the Intermediate Examination of the University of Madras, by K. Deva Rao, B.A., L.T.	2 8	STUDENT'S HAND-BOOK OF PSYCHOLOGY, by the late Dr. S. Sathianadhan, M.A., LL.D. (2nd Edition)	2 8
EXAMPLES ON TRIGONOMETRY, containing the F.A. Trigonometry Papers for 15 years, 1888 to 1902, with Solutions of all the Problems, by P. A. Subramania Aiyar, B.A., L.T.	1 0	QUESTIONS AND ANSWERS ON ELEMENTARY LOGIC, by M. Macmillan, M.A.	1 0
EXAMPLES ON ALGEBRA, containing F.A. Algebra Papers for 17 years, 1889 to 1905, by the same author	0 8	THE ELEMENTS OF HUMAN PHYSIOLOGY, by G. S. Ramasami Aiyar, B.A.	1 0
		B. A. EXAMINATION ENGLISH LANGUAGE, LITERATURE AND COMPOSITION PAPERS of 1881 to 1906 (both inclusive)	0 5
		F.A. MATHEMATICS—ALGEBRA AND TRIGONOMETRY PAPERS, with Solutions and Notes from 1901—1902, by B. Hanumantha Rau, B.A.	0 4
		TAMIL COMPOSITION, by G. Damodara Mudaliar, B.A.	0 12

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

ELEMENTARY SCIENCE

PHYSICS AND CHEMISTRY

Prepared in accordance with the latest (1930) Syllabus in Elementary Science for the A Group of the Madras S. S. L. C. Examination.

Crown Octavo, about 360 pages. With over 240 diagrams.

Price, Re. 1-4-0.

PHYSICS

BY

V. N. VISWANATHA AIYAR, M.A. (PHY.), L.T.,

Formerly Assistant, High School Dept. of Colleges at Saidapet, Palghat, Mangalore, Coimbatore and Tellicherry: now Lecturer in Physics, Queen Mary's College, Madras.

CONTENTS.

CHAPTER 1. Measurement of Length; 2 Measurement of Areas; 3. Volumes; 4. Measurement of Mass; 5. Density and Specific Gravity; 6. Principle of Archimedes; 7. Floating Bodies; 8. Liquid Pressure; 9. Transmissibility of Fluid Pressure; 10. Atmospheric Pressure and Barometer; 11. Liquid Pumps and Syphon; 12. Air-Pumps; 13. Water Wheels; 14. Centre of Gravity, States of Equilibrium; 15. The Measurement of Time—Simple Pendulum; 16. Simple Machines—The Lever and Wheel and Axle; 17. The Pulley and the Inclined Plane; 18. Block and Tackle—Jack; 19. General Effects of Heat—Expansion of Solids; 20. Compensated Pendulum; 21. Expansion of Liquids and Gases; 22. Temperature-Thermometry; 23. Special Kinds of Thermometers; 24. Change of State; 25. Quantity of Heat; Specific Heat; 26. Evaporation and Condensation; 27. Transmission of Heat; 28. Sound; 29. Light; 30. Reflection in Two Plane Mirrors; 31. Concave Mirrors; 32. Refraction of Light; 33. Refraction through a Prism; 34. Refraction through a Lens; 35. The Camera and the Eye; 36. Optical Instruments; 37. The Optical Lantern; 38. Magnetism; 39. Current Electricity; 40. The Electric Circuit; 41. The Electromotive Force of Cells; 42. The Magnetic Effect; 43. Electro-Magnet; 44. Applications of the Electro-Magnet; 45. Telegraphy; 46. Heating Effect; 47. Electric Lighting; 48. Chemical Effect—Electro-Plating; 49. The Electro-Motor; 50. Induced Currents; 51. The Dynamo; 52. Telephone and the Microphone. TABLES. APPENDICES.

CHEMISTRY

BY

P. A. NARAYANA AIYAR, M.A., L.T.

*Sometime Additional Professor, Presidency College, Madras;
now Lecturer in Chemistry, Government College, Kumbakonam.*

CONTENTS.

LESSON 1. What is Chemistry; 2. Some Common Apparatus; 3. Chemical Processes and Manipulations; 4. Physical and Chemical Changes; 5. Elements, Mixtures and Compounds; 6. Composition of Air; 7. Oxygen; 8. Nitrogen and some of its Compounds; 9. Water; 10. Composition of Water; 11. Carbon; 12. Salt; 13. Sulphur; 14. Phosphorus; 15. Some Common Metals and their more important Compounds; Revision Questions.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

VOCATIONAL GUIDANCE AND ECONOMIC ADJUSTMENT.*

BY MR. K. N. KINI, M. A., (HONS.)
District Educational Officer, Mysore.

1. At no time in human history was the need for guidance to youth for selecting a proper vocation so sorely needed as to-day when economic stress has become so acute, industry so complicated and depression in trade and commerce so chronic. Not only do boys and girls feel bewildered in finding a calling suited to their aptitudes, abilities and skills in this time of economic adjustment; but economists themselves have begun to doubt the validity of their erstwhile pet theories and hypotheses and seem to need guidance to evolve a new order of things. When experts are so much dazed at the rapidity with which matters are proceeding and complications set in, the difficulty which inexperienced youths feel in choosing and finding jobs can be easily imagined in this welter of confusion.

2. The difficulties of youths are real and we who are engaged in vocational guidance have to give earnest attention to them if social chaos and moral disruption are to be avoided. A 17-year old High School student charged with banditry at Tiffin recently offered as his explanation for his misdemeanour the following statement:—"I had to do something to get money for clothing and other things I needed in school. I was not able to get work and I had to have clothing. The hold-ups were the only ways I knew of getting money." The object of securing education is indeed a noble one; but the means adopted by the student was calculated to disturb social tranquillity. The

need for wider organization of vocational guidance is clearly demonstrated by this incident, which is only typical of many that take place, day in and day out here. The boy knew that "something" had to be done to get money for doing a good act; but he did not know the right way of doing that "something." It is the duty of the school and community to teach boys and girls how to do that "something" in a dignified and socially-right way. Vocational counsellors must rescue such youths from ruining their career.

3. At the Detroit Conferences, Mr Cooper, United States Commissioner of Education, said that haphazard methods of choosing a vocation lead to economic waste and unhappiness, and that economic depression has a deleterious effect on the education budget. The State Superintendents with whom I discussed educational matters exhibited their nervousness in facing their school boards with their ever-increasing school budgets. Whatever economics may be effected in other fields of activities, it is to be hoped that the educational expenditure will be left untouched in the interest of the well-being of the future adult citizens of this country.

4. Superintendent Reed remarked that business men want the worker to do as they direct and do not want him to cultivate personality and that they are anxious only about dividends. While undoubtedly industry has to benefit through the efficient working

of their employees, vocational counsellors should see that the youths are not exploited by the greed of the capitalists. Industry has to make adjustments in their methods of employment so that the wage-earners may individually get the highest benefit from their abilities by using them in proper ways. Counsellors must keep themselves in contact with employers on the one hand, and the pupils on the other and judge impartially as to where they ought to put in their weight at times of crises. Big industrial concerns here have their own personal staff and have been doing quite creditable work in guiding the young wage-earners and placing them in suitable positions where they can advance to preferment. But where there are no such competent agencies, public schools and communities should step in and organize vocational guidance bureaus.

5. Vocational guidance has made good headway in the United States of America in the more important cities. More effort has to be put forth to reach the advantages to smaller places and rural parts. It is certainly encouraging that the older Superintendents and the more conservative communities have been comprehending and appreciating the advantages of the movement. The four days sessions at Detroit, when matters connected with guidance were discussed in all its multifarious bearings, must have convinced the sceptical administrators to visualize its manifold advantages in arresting economic waste and in helping the young pupil to find his equilibrium in this complicated industrial and social order. A policy of drift is highly detrimental. The Guidance Association has helped not a little to educate public opinion regarding this.

6. Vocational guidance is even more urgent in the Eastern countries which are now attempting to industrialize their life so as to attain a higher material standard of living. While hearing the speeches and discussions, my thoughts went constantly to India, when guidance in the way it is organized here, has not even made a beginning but where the possibilities are so immense as I can easily visualize from here. Our people are intelligent, capable of good work and have vast potentialities in them. What is required is a lead. When the lead is there, I am certain that the response will be sure, though slow to begin with. Even in such a forward nation like yours, it is hard to take long strides. I shall not be disappointed if we march slowly, provided we get acceleration as we proceed. I promise to you that we are not going to sit still. We shall progress.

TALISMANS AND CHARMS
For those People to Avoid all Sorts of Misfortunes and enter the Gates of Successful Life.

For Honour, Riche, Learning and Greatness.	Rs. A. 7 8
For Health, Physical Strength, etc.	7 8
For Power of Eloquence, Speeches, etc.	7 8
For Success in any Undertaking or Litigation, etc.	10 0
For Success in Sport, Racing, Cards, Games of chance, etc.	7 8
For Success in Spiritual and Religious Life...	10 0
For Success in Trade and Business ...	10 0
For Men's Love to Women ...	7 8
For Women's Love to Men ...	10 0
For Love of Opposite Sex, Attractive Power...	7 8
For Agricultural Prosperity, Farming, Good Crops, etc.	7 8
For Success in Mining Plumbago, etc.	100 0
For Success in Gemming ...	225 0
Rabbi Solomon's Special Talisman for every success ...	15 0
Specialty valued and worn by every successful Hebrew:	
2nd quality ... Rs. 21; 1st quality ...	80 0

Note—A Money Order or G. C. Notes will bring the Talisman to your door. One Extensive Life Reading Rs. 15, two Rs. 25, three Rs. 30 or more at a time at Rs. 10 per reading. Remit with birth-date. Always the full amount should be remitted in advance. No V. P. P. Apply to:—

D. A. RAM DUTH, Astrologer,
No. 80 & 55 (E. R.) Cheku Street, Colombo (Ceylon).

* A speech delivered at the Vocational Guidance Association of the Teachers' College, Columbia University.

FIFTH AND REVISED EDITION

OF THE

INTERMEDIATE BOOK-KEEPING

By K. SUBRAMANI AIYAR, B.A., L.T., F.S.A.A.,

Senior Partner of Messrs. K. S. Aiyar & Co., Bombay; Secretary to the Accountancy Diploma Board, Bombay (1915 to 1923)
Principal

of Pachayappa's Commercial School, Madras (1886-1889); of the Govt. School of Commerce, Calicut (1895-1900);
of the Byramjee Jeejeebhoy College of Commerce (1900-1908), and of the Govt. College of Commerce, Bombay (1913-1914)

Price Rs. 3. Postage, &c., extra.

Approved for use in Commercial Classes in English Schools by the Text-Book
Committee, United Provinces, vide No. G. 6836/XVIII-243, dated 21-3-18.

Recommended as a text-book for S. L. C. Examination of the Bombay University.

Officially recommended for class use by the Commissioner for Govt. Examinations, Madras.

Officially recommended as a Text-book for the Junior Grade Examination in Accountancy for the Mysore
Commercial Examinations, vide Notification No. D. 6855-57 Edn. 374-29-2, dated 18-12-29.

By the same Author.

Seventh Edition—Revised and Improved.

THE ELEMENTS OF BOOK-KEEPING

OFFICIALLY RECOMMENDED

AS A TEXT-BOOK

FOR

The Bombay Government School Final Examination,
Order No. 6451, dated Nagpur, the 31st July, 1917

The books noted above have been sanctioned for use as Library books in the
High and Anglo-Vernacular Schools of the Central Provinces and Berar.

Demy 8vo. 248 pages. Price Re. 1-8-0.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

THE TEACHING OF HISTORY.

By MR. P. V. SUBBA RAU, B.A. (NAT.)

Head Master, B. H. School, Peddavadugur, Anantapur Dt.

IT has been admitted by the vast majority of the teachers of history that in teaching history the selection of facts is both difficult and important, for, in it, unlike in other subjects, the store of facts is practically infinite, and consequently it is, more often than not, very difficult to decide what to teach and what not to teach. The problem of selection of material, which has to be grappled with both by the teacher as well as by the author, the author taking into consideration the ability of the students, the fitness of the teacher, and the amount of time given to the subject in selecting materials or groups of facts, and the teacher, going beyond the author, not attaching equal importance to all the facts that the author has put into his book and going in for more facts than those furnished in the text-book, as for example, dealing with local needs or interests, demands certain criteria or standards by which the teacher of history will be guided.

DIFFERENT CRITERIA SUGGESTED.

The opinion of one school of writers is that the teacher should be guided by the natural tastes and interests of children. According to them the facts chosen must be such as would suit the taste and interest of children, and the remark that the ideal history for children would be a history written by a child, the ideal history for boys or girls would be that written by a boy or a girl, bears an element of truth, and is worthy of consideration. The natural tastes and interests can be inferred from psychology and can be observed in actual operation and tested by experiments. But the criticism against this theory is that

historical-mindedness, *i.e.*, taste for story, is not a product of natural tastes even in manhood, and that it comes through conscious effort. Further, we do not simply grow into it simply by growing up, but we are trained into it. Still further, there are acquired tastes and interests, as well as natural tastes and interests. Hence this theory does not give us a satisfactory answer.

THE CULTURE EPOCH THEORY.

This theory is the second principle on which material for history teaching is chosen, and according to this theory, the individual in his mental progress passes through epochs or stages similar to epochs or stages in the mental development of the human race. This theory implies that every individual must go through each of the stages of development which the race itself has gone through. It is affirmed that there is a close parallel in the eras of the development of the race and the periods of the individual, or to express it differently, the individual recapitulates the mental experience of the race. It is therefore asserted that the best materials for instruction of the individual are those which represent the main stages of the development of the mental experience of the race. The conclusion is that the childhood of history is best for the child, the boyhood of history is best for the boy, the youthhood of history, if I may so put it, is best for the youth, and lastly, the manhood of history is best for the man. This theory states in brief, though unfamiliar phraseology, "The Ontogeny recapitulates the phylogeny", *i.e.*, the development of the child or the individual member

of the species corresponds to the development of the genus or the race. There are two points of view :—

(1) That the ontogeny recapitulates the phylogeny biologically, and (2) that it recapitulates the phylogeny intellectually.

Parker in his *Modern Elementary Education* says : "One of the most common divisions is according to the industrial stages, namely :—

1. The hunting and the fishing stage.
2. The nomadic grazing or domestic animal stage.
3. The agricultural stage.
4. The stage of domestic labour, handicrafts and town economy.
5. The factory system stage or the period of national economy.

One of the early advocates of the Culture Epoch Theory says : "The education of the child must accord both in mode and arrangement with the education of mankind as considered historically, or in other words, the genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race."

THE BEARING OF THIS THEORY UPON EDUCATION.

The sports and games of the child in his early years in school should correspond with the sports and games of the corresponding period in the development of the human race. Anthropologists have told us that there are certain identities in the child interests with those of primitive life. (*Example* :—The hut which the boy likes to build in the yard, playing hut, with bows, arrows, spears, etc.—DEWEY.)

The later years of the child represent the pre-adolescent period and correspond to the Creative Period of the human race, and the purpose of an adaptable curriculum is to supply the child with such impulses as will make him use his environment for giving outward expression to concepts or ideals which exist in his own mind. The race first acquired its information and later on made its comparisons and finally formed its conclusions. So also the logical method of teaching would be to let the child make his comparisons and form his own simple generalisations. Thus from this theory we get the main justification for the Induction Theory in Education, which was first propounded by Aristotle and developed later on by Bacon and Herbart.

THE APPLICATION OF THIS THEORY IN THE CLASS-ROOM.

The advocates of this theory seem to know that children of the Elementary School are primitive beings, those of the Middle School mediæval beings, and those of the High School are becoming modern beings. Accordingly, Primitive Civilization for Elementary Schools, Mediæval Civilization for Middle Schools, and Modern Civilization for High Schools have been suggested. Chronological continuity is specially repudiated. A programme for the second grade is as follows :—

"The Early Aryans. Life in Ancient Egypt. The tent-dwellers, nomadic life. Periods of shepherds, especially among the Hebrews. The Early Phœnecians. Primitive life in the far north. Japan. The Philippines. India. The white man in America."

The introduction to school history (if the historical sense of the child is to develop)

should be through myths, legends and fables, these giving way to semi-historical Sagas. This should be followed by sober and critical history as reasoned history cannot be taught to a boy. He will appreciate and enjoy history if it is taught as an epic, a drama and a song.

ORGANISATION OF MATTER NECESSARY.

Successful history teaching demands the accumulation of a large fund of facts, but facts by themselves do not contribute knowledge unless they are organised and ably presented to the class. A teacher who possesses a large store of unorganised facts is nothing short of a bookful blockhead, as an author has said somewhere words to the above effect. The memory is unable to cope with much unrelated material if the proper connections and relations are absent, and if the whole matter has got to be organised both for its retention and acquisition.

PRINCIPLES OF ORGANISATION OF MATTER.

Historical facts should be grouped or organised in the following manner :—

1. Progressive or Continuous or Chronological Method. (All mean the same).
2. Regressive Method.
3. Concentric Method.

PROGRESSIVE OR CONTINUOUS OR CHRONOLOGICAL METHOD.

This method starts with the earliest times and works steadily term by term, year by year, till the 20th century is arrived at. The disadvantages of this method are :—

1. The story of the narration becomes so long and dragged out that pupils on arriving at its conclusion forget the earliest chapters.
2. A mixture of all types of history, political, social, foreign and domestic, secular

and religious, constitutional and military, leads to some confusion of thought and treatment. A strict separation of the various sections of history will vastly facilitate learning.

3 Pupils are impatient to get on to the modern times and learn about the history of the generation in which they have been born. It is argued that when contemporary history is relegated to a distant future much of the eagerness of anticipation, so says the author, is removed.

CHRONOLOGY OR TIME RELATION.

History, it has been said, is action or movement, and the idea of action involves time. Without this time the very idea of action of history is impossible. It is why chronology has rightly been described as one of the eyes of history, the other eye being the space or place relation. The history teacher should accordingly pay sufficient attention to time and dates.

In Classes II and III, legends and stories of mythical or quasi-historical character connected with the several nations of the world and those connected with the pupil's own country are given *without any reference to chronology or time relation*, because the child has very vague ideas of chronology. In Classes IV and V stories of the lives of great men and women connected with the national history are given in different *chronological scheme*, which exists *in the mind of the teacher*. In Class V, Century Pictorial Time-Lines may be used with profit.

In Form I, there is now an initial but regular attempt at chronology. Besides Pictorial Time-Lines, regular Time-Lines giving the most important facts connected with great men and women may now be used to fix up

the important land-marks in time. Having secured a measuring line duly divided and marked we should next measure and mark the distance of the events. Such a scheme is called a system of chronology. This chart resembles very much a geographical map. In Forms II and III, a systematic attempt at chronology is made. History is now divided into the most important periods, dynasties and kingships, and the most important events connected with each are associated with the dates of their occurrence. By a judicious use of his discretion the teacher has to discriminate between the important and the unimportant dates.

WHAT DATES SHOULD BE TAUGHT?

1. The teacher should avoid giving too many dates.
2. A sufficient number of important dates should be fixed in the minds of the boys in order to keep the facts in their proper places.
3. The age of the pupils, their progress in the study of history, and the time allotted for the subject in the school curriculum should be paid attention to in the choice of dates.

For the time relationship the following charts may be used with great advantage:—

1. Ensor's Time-Chart, which deals with different centuries with ten vertical columns each representing a century, and ten horizontal columns each representing a decade.
2. Pringle's Outline Historical Chart:—This is a century chart with ten vertical columns each representing a decade and nine horizontal columns for Dynasties, Kings, Ministers, Kings' Acts, Home Events, Literature, Science, Arts and Revenue.

NOTE:—This chart may be conveniently adopted to represent a dynasty instead of a century.

3 Rockliffe's Symbolical Chart.

4. Pictorial Time Chart illustrating the events of a period through pictures. The Carnatic Wars may, for instance, be illustrated accordingly.

5. Graphic illustrations may also be used. The changes, for instance, in the careers of Clive and Dupleix may be graphically represented, the X-axis standing for dates and the Y-axis for power. The rise or fall in power may be connected with the dates appertaining thereto. Mathematical accuracy in graphical representation is not much needed.

ADVANTAGES OF GRAPHICAL REPRESENTATION.

1. Graphical representation serves to unify a series of events by showing their connection with the rise, growth and decline of a cause or policy at a single glance.
2. It serves to illustrate the relative importance of the events being shown by the degree of the inclination of the curves which may be either steep or gradual, and all this is a matter of individual choice and discretion.
3. It secures the co-operation of the eye as an aid to memory.

PERIODIC PLAN.

Another continuous method is the Periodic Plan, according to which the whole of the National History is divided into a number of periods one of which is studied in each successive year. The advantages of the Chronological Method operate in the Periodic Plan. The particular disadvantage in this plan is that there is no gradation in the difficulty of the topics to be studied. Young children will have to study the period assigned in detail, and this is beyond their under-

standing. The advantage of this plan is that some particular phase of the development of the country in each year is studied instead of dealing with the whole history. This plan is best suited only to advanced classes in the secondary stage.

REGRESSIVE METHOD (TIME AND SPACE).

If we take nearness in time into consideration the treatment is highly regressive, *i.e.*, going from modern history back to remote times. If we take nearness in space into consideration the study of local history comes first, and then the history of the country in concentric circles or order. This is not a method but is only a principle in teaching, *i.e.*, proceeding from what is near to what is remote. For the early years of the Elementary School history should be descriptive and narrative and not analytical. In the lower classes when generalizations are given they must be reduced into concrete particulars.

THE CONCENTRIC METHOD.

The Concentric Plan is a plan according to which the same subject-matter is dealt with in a series of years in increasing degrees of difficulty.

The Advantages of this Method. Professor Tout, an ardent advocate of the Concentric Plan, says: "The ideal of the teacher should be so to plan his historical course as to give his pupils a broad sweep of historical development and not to drill them in the details of any of the corners of history. We must therefore in the necessity of a case rigidly limit ourselves to outlines and definitely set our faces against the detailed study of special periods."

The Disadvantages of this Method. 1. In one year it is impossible to study profitably

topics selected from the whole history. As has been pointed out by Jarvis, there is a lack of concentration, a scattering of energy when a number of disconnected topics differing greatly and ranging over a large field of history are taught in one year.' The pupils will fail to get a real understanding of any one of them.

2. Failure to arouse the children's interest in the subject is the greatest defect of the Concentric System. There is little opportunity for the intensive study of the topic and a lack of interest in the subject is due also to the fact that children already know the most important facts connected with the subject.

CONCLUSION.

Having learnt something about the methods of teaching history, let us now bear in mind also the fact that these are after all the "dry bones" of teaching, that there are very many things in the open valley, that as an author has rightly pointed out, 'he only who has a genuine interest in the story of the past, sympathy with the painful efforts and the slow achievements of men, and not less with their failures and their ignorance, can make the dry bones live.' For, as it is well said, history is the study of the development and organisation of the State, in all its varied forms, a training of the judgment in the weighing of evidence, in the study of character, in the verification of causes, and the tracing out of results. History must be so taught as to develop the intelligence, to quicken the powers of attention and observation and reasoning, to make the pupils see properly in the little world of the school the elements of good and evil, the forces of ambition and humility, truth and falsehood, all of which alone have shaped the History of Nations.

A HISTORY OF INDIA FOR STUDENTS

By C. S. SRINIVASACHARIAR, M.A.,
Professor of History, Pachaiyappa's College, Madras

AND

M. S. RAMASWAMI AIYANGAR, M.A.,
Professor of History and Economics, Maharajah's College, Vizianagrum.

Part I. Hindu India. With Six Maps

WITH AN INTRODUCTION

By RADHAKUMUD MOOKERJI, M.A., P.R.S., PH.D.,
Professor and Head of the Department of Indian History, Lucknow University.

Demy 8vo. about 280 pages. Price—Rs. 2-8-0.

(Prescribed as a text-book for the Intermediate Examination of the Madras University, the Andhra, the Annamalai and the Benares Hindu Universities by the Board of High School and Intermediate Education, U. P.)

Part II. Muhammadan India. With Five Maps

WITH AN INTRODUCTION

By MOHAMED HABIB, B.A. (OXON.), BAR-AT-LAW,
Professor of History and Politics, Muslim University, Aligarh.

Demy 8vo. 384 Pages. Price—Rs. 3.

(Prescribed as a text-book for the Intermediate Examination of the Madras, Andhra, Mysore and Annamalai Universities by the Board of High School and Intermediate Education, U. P.)

Recommended as a Reference Book for the Madras S. S. L. C.—C. Group—History of India, for 1931-32.

Professor R. N. SANYAL, M.A., Member of the Faculty of Arts, Agra University, Gorakhpur, writes under date 28-10-1930:—"Many thanks for your book. I carefully looked over the book and I am glad to say that I find it useful. Though containing less matter than Iswari Prasad's 'A Short History of Muslim Rule in India' recently published, a copy of which was sent to me for review, it is more suited as a text-book both on account of its brevity and cheap price. I propose at the next meeting of the Board of Studies to include this book for students of the Intermediate classes in the next prospectus."

Part III. British India—In the Press.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

THE TEACHING OF ENGLISH FOR THE INDIAN CHILD.

BY MR. LAKSHMINARAYANA, B. A.,

Headmaster, B. B. N. School, Bukkarayasamudram (Anantapur).

IN the matter of teaching English to the Indian child, there has been, perhaps, no more deplorable abuse of method than that the village pedagogue, and even the town school-master (whom one naturally expects to be conversant with up-to-date and efficient methods) have been following to-day. A method, if its aim is to be impressive and effective, must satisfy several conditions, not only in psychological soundness, but, more than that, in efficiency. As a rule, that method, we recognise as being efficient, which involves minimum effort on the part of the teacher as well as the taught, which produces impressions such as would be easily comprehended and remembered by the pupils, which is as practical and concrete as possible, and last but not the least, which arouses liveliness and interest in the minds of the taught. The last condition obviously keeps on the pupils' attention unabating, so that the boredom of the class-room is minimised. For this purpose, a number of pictorial and other coloured illustrations have to be freely employed.

These being the fundamental characteristics of an efficient method, our purpose is to investigate how far the method of teaching English to the beginner, obtaining at the present day, is in conformity with them. Most frequently, the Indian teacher first teaches the alphabet, and then after the child learns all the characters, he proceeds to monosyllabic words, then bigger words and lastly sentences. (If India is discredited as being backward in her path of progress, she can

equally be criticised as being static even in the methods of teaching). This method has not only a traditional backing but also is psychological, for the procedure here is from the simple to the complex, or from the letters to the words.

But an alternative method is open to us, that is, psychological to an equal, if not to a greater, extent than the former, *e.g.*, that of teaching words direct instead of beginning with the alphabet, first small words and then bigger ones. No recourse should be had to the teaching of the letters. The child must be made to read small words, first on the black-board and then from a printed book, with the aid of the teacher. After reading a few words in this manner, the child automatically learns the alphabet. Again, the child, while learning such words, is also simultaneously learning their spelling. Thus we see that this method also inculcates reading practice in the child. Similarly, the child may be asked to copy down a few small words; and this gives the child writing practice. The method is more rational, as the mechanical nature of teaching the alphabet first is avoided. Here the pupil's power of self-reliance is promoted to a considerable degree. The child also develops the sense of recognition and discrimination. Soon it comes to know one letter from another.

The letter 'A' may be taught as a word and its meaning made to be understood without the intervention of the vernacular. 'I' may also be dealt with in the same way. Then we can extend ourselves to words of

two letters,—An, In, and so on. We have thus to go from the small to the big in such widening concentric circles. By hearing words used in different contexts, the child also clearly grasps their meaning.

Another suggestion may be made in the same connection. Groups of words that spell in an identical manner may be taught as far as possible. Thus the words 'Den, Hen, Men, etc.,' or 'Can, Fan, Man, etc.,' may be taught as distinct groups. After a number of such combinations are gone through, the child comes to be in possession of a comprehensive vocabulary. Again, since the words are given in a systematised manner, their spelling comes to be easily commanded. Similarly, the words in a sentence may be arranged in the same way as in the case of words, to facilitate remembrance to the child and also sound pleasing to the ear by their rhyme. Sentences as "A cat sat on a mat" may be chosen for the purpose.

If, at no stage of teaching, should the direct method be neglected, much more so is it the case with regard to the early stage of foundation. Mother-tongue should be entirely avoided. Words must not be represented by their equivalents in the child's own language, but with reference to the individuals they denote, or the attributes they connote or by suitable actions or illustrations as the case demands.

Mention may also be made of the venerable old custom of the unexceptional insistence on copy-writing and transcription. It is very unfortunate that this system is deteriorating gradually in recent years, inevitably resulting in a corresponding degeneration in the pupils' hand-writing. To the credit of this practice may be added another important consequence,

the training of the child's hand and eye. The habit of seeing a word or a line carefully and copying it down makes the child not only a cautious observer but also an elegant writer. Printed copy books must be preferred to others. Here old order need not change. But, on the contrary, the system should be revived; and, over and above this, it must form an essential part of the child's daily routine.

Again, the exercise of building-up of words in the initial stages goes a long way in teaching the child a number of words. Apart from its educative value, it is a source of immense pleasure and interest to the child; and, as such, the child has no scorn for this, as for book-learning. In the initial stages, the teacher's help may be indispensable, but subsequently, it may be withdrawn. The class may conveniently be divided into a number of batches, and prizes offered to that batch which builds up the greatest number of words.

The child must be encouraged to converse in English, however blemished might be its language. It must be placed in an atmosphere where it can command the maximum facilities of speaking and of being spoken to in English. In other words, the school as well as the home must be mostly English-speaking areas. This condition, however, is restricted in our country by two serious limitations, the natural impossibility of creating an English-speaking atmosphere, and a sentimental objection to the language. But, by dint of application and perseverance we may overcome these handicaps in the long run.

As for the teaching of English grammar, much weight need not be attached to it. As a matter of fact, either for a beginner or for an advanced student, grammar should be learnt only by practice. In other words, in any stage

of the learning process, grammar must not be a subject. At any rate, the discriminative use of the article, the difference between the vowels and the consonants, the use of the capital, (a) when referring to the first person singular, (b) at the beginning of a word when it stands by itself, (c) at the commencement of each sentence, and such other elementary rules may be taught; or rather elicited from the child by way of inductions from a series of similar instances, with the aid of the teacher, whenever necessary.

In winding up our discussion, we may note the following suggestions:—

- (1) English must be taught straightway through words without the alphabet in the beginning.
- (2) Groups of words having similar spelling must be taught.
- (3) Direct method must be invariably employed.
- (4) Copy-writing and transcription must be insisted upon.
- (5) Recourse should often be had to the exercise of word-building.
- (6) The child must speak and be spoken to in English as far as possible.
- (7) Simple and elementary rules of grammar may be given inductively.

A TEACHER OF ENGLISH GRAMMAR AND COMPOSITION

BY SIMHADRI APPAYYA,

late of the Maharajah's College, Vizianagram.

Vol. I. Price: Rs. 1.

(Approved as a Text-book by the Department, May 1914.)

Hand-book of the English Language

FOR HIGH SCHOOLS

By K. SUBRAMANI AIYAR, B.A., L.T.,

A Fellow of the University of Bombay;

An Incorporated Accountant of London, and late Principal of the Byramjee Jeejeebhoy College of Commerce, Bombay

REVISED BY

MR. MARK HUNTER, M.A.,

Principal, Government College, Rajahmundry.

FIFTH EDITION. PRICE—Rs. 1-4.

(Approved as a text-book by the Director of Public Instruction, Bombay.)

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

LONGMANS' PUBLICATIONS

Just Published

In Tamil and Telugu.

MANUALS FOR TRAINING SCHOOLS

Specially prepared in accordance with the new syllabuses for the Elementary Training School Certificate Examinations, Madras, under the general Editorship of M. S. SUNDARESWARA AIYAR, M.A., L.T., Assistant Secretary to the Commissioner for Government Examinations, Madras. Suitable both for Higher and Lower grades.

Gardening and Nature Study. By M. R. SUBRAMANIAM, B.A., L.T., Headmaster, Government Training School, Villupuram. Profusely illustrated. Tamil Edition. Price Re. 1-0-0; Telugu Edition. *In the Press.*

The language has been made as simple as possible so as to be easily understood by the Lower grade pupils also.

Elementary Mathematics. By M. S. SUNDARESWARA AIYAR, M.A., L.T., Assistant Secretary to the Commissioner for Government Examinations, Madras.

Contains a large variety of exercises with latest methods on *teaching* the subject. *In the Press.*

Geography. By A. K. BALASUNDARAM, B.A., L.T., Deputy Inspector of Schools, Bellary. *[In active preparation.]*

Sociology, including Citizenship, Civics, etc. By Miss E.K. GROVES, S.P.G. All Saints' Elementary Training School for Women, Puttur, Trichinopoly. *[In active preparation.]*

OTHER PUBLICATIONS

Longmans' Geography of the World. In Tamil. By K.A. VEERARAGHAVACHARIAR, B.A. New Edition. 12 As.

Longmans' Vernacular Atlases, in Tamil, Telugu and Urdu. Containing 24 pages with 32 Maps. Size 11 by 9 inches. As. 12 each.

A First Geography of India. By ELSA C. STAMP. English Edition. As. 12; Tamil Edition. As. 10; Telugu Edition. *In the Press.*

A School History of India. By K. A. VEERARAGAVACHARIAR, B.A. Tamil Edition. Re. 1-2-0. Telugu Edition. Revised and partly rewritten by M. VENKATARANGIAH. Re. 1-4-0.

With numerous Maps and Illustrations in Colour and Black and White.

Longmans' Tamil and Telugu Wall Maps. A New Series of Physico-Political Wall Maps. Size 43 by 34 inches, Mounted on Cloth and Varnished, with Rollers. Price Rs. 5 each.

Indian Empire, Asia, World.

(Map of Indian Empire is also available in Urdu.) *[Other Maps in preparation.]*

LONGMANS, GREEN & CO., LTD.

36-A, MOUNT ROAD, MADRAS,

CALCUTTA & BOMBAY.

SOURCES OF "MUCH ADO."

By MR. M. V. RAJAMANI, B. A.

SHAKESPEARE'S *Much Ado About Nothing*, "the first of those three enchanting comedies which, stars of the first magnitude, form in Shakespeare's sky a separate and brilliant constellation," is not the first Elizabethan drama to tell this particular kind of story of "a lover deceived into thinking his betrothed unfaithful, by seeing a man at her chamber window." But wherefrom and what for does Shakespeare get his praise as the world's greatest dramatist? Like to-day, the Elizabethan Londoner had no forty theatres to visit, but had only four. The companies, therefore, had a large stock of plays, new, or at least remodelled pieces, which had to regularly come forth. The Elizabethan dramatist never produced a masterpiece after labouring one full year and more at his well-accomplished library like a modern author. But his ability consisted in adapting and putting together a stirring play in a few weeks. Suppose all on a sudden a new piece is wanted. The owners of the company seek the so-called play-wrights who in their turn seek such books as "Holinshed's Chronicles," full of historical incidents, "Plutarch's Lives" brimming with exemplary biographies, books of stories like Boccaccio's "Decameron" and a large pile of old plays which once amused the audience but has grown stale later. When Shakespeare had been similarly sought, he evoked "Macbeth" from Holinshed, "Julius Cæsar" from Plutarch, "As You Like It" from Lodge's "Rosalynde," and "King John" from "The Troublesome Raigne of King John". The originality of Shakespeare is seen not in his power to invent a story but

in investing that story which he has borrowed and refashioned with life. His originality is shown again not merely in his ability to refashion an existing story well, but in refashioning it in an actable form. In fine we may say that the sources whence Shakespeare drew forth much of his materials for his dramas are remembered simply because they are Shakespeare's sources and apart from this they have no true life of their own.

We have already noted at the outset that Shakespeare was not the first to tell this story of "a lover deceived into thinking his betrothed unfaithful by seeing a man at her chamber window" and now we shall see who else has written previous to Shakespeare from whom Shakespeare could possibly have borrowed the plot of the play. "Much Ado About Nothing" is divisible into three parts, the Hero-Claudio Episode, the Story of Benedick and Beatrice, and the 'Humours' of Dogberry and Verges. The third part of the play, *i.e.*, the "Humours" of Dogberry and Verges may be summarily dismissed as belonging wholly to Shakespearian creation. The Story of the Hero-Claudio Episode seems to be the borrowed part of the drama. This story is quite an old one, perhaps as old as the world itself and the Elizabethan readers had more than one story of this kind to tell. There was the story of Genevre and Ariodante in the fourth, the fifth and the sixth books of Ariosto's "Orlando Furioso" which had a translation by Sir John Harrington a decade before the play itself was written. To suppose that Shakespeare was directly indebted to Ariosto for his "Much Ado" is absurd

because there are so many differences between the two. In "Orlando Furioso" Ariodante, *i.e.*, Shakespeare's Claudio is given out for dead and not Genevre, the counter-part of Hero. The incidents that are common to both are Claudio's concealment in the garden to obtain evidence of Hero's supposed perfidy and Margaret's impersonation of Hero at a window at the instigation of Don John (Polinesso in Ariosto) the villain. In Ariosto Genevre was doomed to die in a month unless a knight championed her cause and when the duel was about to be fought, Rinaldo denounced the villainy of Polinesso and the unknown knight disclosed him as Ariodante.

Shakespeare could also have found this theme in the second book of Spenser's *Faerie Queene*, published in 1595. But here the differences that exist between Shakespeare's play and Spenser's poem are even greater than those that exist between Ariosto and Shakespeare. Claribell is impersonated by Pyrene but there is no window as in Shakespeare's play but a dark bower to which Philemon led Phaon to see the illicit meeting. Phaon could not brook it and on meeting Claribell put an end to her life. Then he finding his crime makes short work of the villain Philemon too, and when he was about to kill Pyrene, persons who have no counter-part in Shakespeare's play attack him. Thus we see here in Spenser the similarity is the smallest. On a single point, Ariosto and Spenser may be rejected as the sources whence Shakespeare drew forth his material for his drama. Ariosto gives a Scottish setting to his drama and it is only Bishop Matteo-Bandello who gave the story a Sicilian setting like Shakespeare whose first scene opens in Messina. Steevens, an eighteenth century editor, suggested that "A novel,

however, of Belleforests, copied from another of Bandello, seems to have furnished Shakespeare with this fable as it approaches nearer in all its particulars to the play before us than any other performance known to be extant." By this quotation of Steevens, we are acquainted with two names famous in the history of the Elizabethan drama. Matteo-Bandello was a native of Piedmont then Castelnovo. He was born in the year 1480. He became a monk and subsequently the Bishop of Agen in the year 1550. He soon published the three volumes of the Boccaccian Stories which very soon became popular. When William Painter published his collection of stories "Palace of Pleasure" a couple of years later, it contained along with other authors translations of Bandello also. But this did not contain the parallel to Shakespeare's "Much Ado". An year later in 1567, Fenton published his "Certaine Tragical Discourses" which contained some stories of Bandello. Even here the story which seems to have supplied Shakespeare the theme did not appear. Neither William Painter's 'Palace of Pleasure' nor Fenton's "Certaine Tragical Discourses" contained the translation of that story of Bandello which is akin to Shakespeare's "Much Ado." Hence the only possibility is that Shakespeare would have heard or read the story in Italian by Bandello himself. This is not very improbable since the Elizabethans were so very Italian as the Indians of to-day are anglicised and Italian was current among persons of any education as English is to-day in India. Moreover Bandello was pleasant reading.

As Steevens, the eighteenth century writer, suggested Belleforests' version also offers a parallel to Shakespeare's play. Francois de Belleforests was a Frenchman and he was a

courtier of the Queen Margusite of Navarre. His version of the story is more an adaptation of the story of Bandello than a true translation. Shakespeare in the differences that occur between Bandello and Belleforests follows only Bandello and not the latter. Therefore it is sane to say that Bandello himself has provided Shakespeare the plot for the Hero-Claudio story in "Much Ado About Nothing."

For a clear understanding of the exact relationship in which Shakespeare stands with Bandello a cursory knowledge of the latter's story is indispensable. After the massacre of the Sicilian Vespers, urged by the Pope, King Pedro of Arragon seized the island of Sicily. He next defeated King Charles II of Naples and to ensure his position he moved his court from Palermo to Messina. One of his knights, Don Timoreo di Cardona who was in the kind eyes of the king himself, wooed Fenicia, the daughter of one Lionato de Lionati. Conscious of her low birth he wanted to make Fenicia his mistress. But his efforts proved futile. Because he was over head and ears in love with her he agreed to marry which news gladdened Lionato who was proud of the great alliance. Don Girondo Olerio Valenziano, who was himself seeking the hand of Fenicia, was incensed at this and determined to thwart the marriage at any cost. Girondo with the help of an accomplice made it known to Don Timbreo that Fenicia was unchaste and that he could get himself convinced of the fact if only Don Timbreo cared to watch Fenicia's window from a ruined place in the garden.

The skillfully contrived plot of Girondo was carried out successfully by convincing Don Timbreo of Fenicia's guilt. Don Timbreo was secreted behind a ruined place from where

he saw a man placing a ladder to Fenicia's room and another lacquey dressing himself like a gallant entering it. Don Timbreo afterwards sent word to Lionato that his daughter was unchaste and that she was not worthy to be his bride. Lionato believed in his daughter's innocence and merely found fault with Timbreo as evading the marriage because she was poor and dowerless. Fenicia overcome by her grief fainted away and passed for one dead. Not till all her funeral rites had been arranged that her mother found Fenicia to be alive. The girl was sent away to her uncle's house and the supposed funeral took place. Don Girondo Olerio Valenziano was much grieved at the fatal turn which his plot took and confessed his guilt to Don Timbreo and demanded punishment. Don Timbreo, the true chivalrous knight that he was, behaved in a very magnanimous manner towards the repentant sinner by forgiving him.

Don Timbreo and Girondo then repaired to the lodgings of Lionato and expressed their deep sorrowfulness promising to make any amends Lionato should desire. Lionato asked Timbreo to marry no other girl but of his (Lionato's) choice. The promise was duly made by Timbreo. A year elapsed. Lionato brought his daughter Fenicia back unrecognisably more beautiful than what she was. During the wedding feast when he swore his love for the long-lost Fenicia he learnt the truth to the pleasant surprise of himself and many others present on the occasion. Don Girondo Olerio Valenziano was married to a younger daughter of Lionato.

King Pedro of Arragon, we can very easily find in the prince of the play. There is no indication of any such idea given by Shakespeare but we find it to be so on a perusal of

the story. The war from which Pedro, Benedick and Claudio returned to Messina is undoubtedly the war which King Pedro had to wage to attain the sovereignty of Sicily. In Bandello, Lionato is not a governor but an impoverished nobleman. But Shakespeare makes him the governor of Messina. In Shakespeare's play Don John the villain and the bastard brother of the prince bears a causeless malignity against Claudio but in Bandello's story Gironde has a motive. He was a hopeless lover of Fenicia and as Jessica puts it..."love is blind and lovers cannot see The pretty follies that themselves commit." Bandello depicts Don Timbreo di Cardona as a chivalrous knight and but for his hasty judgment of Fenicia's conduct he was a perfect gentleman. But Claudio, the counterpart of Timbreo in Shakespeare, is a mere gallant youth representing a "familiar type of an Englishman ready to fall in love instantly, to propose one day, marry the next, and repent the day after intensely, selfish to take offence, blindly furious in paying back supposed slights or injuries...and yet after all a pleasant agreeable fellow with good stuff in him and as physically fearless as he is mentally and morally timorous." Bandello depicts Fenicia with a sympathetic mother and father who firmly believe in their child's innocence and declare Timbreo to be evading the marriage simply because she was dowerless. But Shakespeare's Hero is a motherless orphan and her surviving father foolish and credulous. In Shakespeare's play he makes it possible for a stranger, nay! almost a foreigner, to come and denounce the daughter of a governor publicly in a church which act Claudio would have resented deeply because he would have been beaten black and blue. But Bandello's Timbreo never made

a public announcement of Fenicia's guilt but sent word through a third person his unwillingness to marry because he suspected her as being unchaste. There was courtesy and decorum characterising Timbreo's behaviour on that trying occasion. Lionato, the harsh old fool, was not able to understand his own daughter and believed Hero to be unchaste. But Lionato of Bandello believed his Fenicia to be guiltless and attributed a motive for her rejection by Timbreo. In the story there is no parallel found for Margaret but the parallel is found in Ariosto's Dalinda who is a co-conspiratrix with Polinesso to bring about a faulty charge on Genevre.

The Hero-Claudio story as compared with its parallel in Italian is a very poor specimen of workmanship. "Claudio is merely despicable; Lionato is a repellent and foolish father, Margaret who holds the key of the mystery says nothing about it in spite of all her character; and Hero herself is almost meanly acquiescent lacking the air of a spiritual exaltation."

In fine, though Shakespeare's plot is below that of its Italian original by Matteo Bandello in merit yet the workmanship of the fabric does not give room for any such comparison.

Thus in bringing to a close the stimulative study which the handling of sources in "Much Ado" by Shakespeare offered, we may conclude, that Shakespeare ought to have read Bandello's story in the original Italian or in some lost English version. Neither Belleforests' French translation published in 1582 under the name of 'Histoires Tragiques' nor Spenser's "Faerie Queene" seems to have suggested the story to Shakespeare. He might have evoked his Margaret from Dalinda of Ariosto who was translated by Sir John Harrington in 1591 and by Peter Beverley in 1565. In no other play does Shakespeare reveal so much his capacity to select and to reject the good and the bad. Yet the problem that remains about the sources of 'Much Ado' is concerned with the possibility of early dramatic versions of the story that may have been accessible to Shakespeare.

A CHAT WITH YOUNGSTERS

BY MR. N. K. VENKATESWARAN.

Vanchiyoore, Trivandrum.

YOU have morning-life, and the day is for you. You needn't be afraid that your elders are going to live for ever to bind you with negative maxims. Since you are in the dawn of life, the day is surely for you. What will you do now in preparation to fulfil the time?

There is a fine poem by Rudyard Kipling in which a kingdom of gold and azure is held out to youth *If*.....The creator of Mowgli was a lover of boys and his *If* is in no wise difficult if you set about discharging it in some earnest. One is tempted to quote his conclusion:

"If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And (which is more) you'll be a Man, my son!"

If you now find yourselves in the daybreak of life, do not for one moment think there is time enough and more for you to use or to lose as you like, for the minutes never turn back, and if you do not keep going close behind them they will leave you behind, and even rob of your own tardy pace. The sun does not pause in his course and warn the laggard. You may think time is unkind showing no concession at all, but remember that time never breaks its word, and no concession is perhaps so kind. If you will not misuse time

"Yours is the Earth and everything that's in it."

We live in changing days. It rains new thought. New realms open. New actions call, and there are, too, temptations beckoning from all sides. The changing novelty of these days is enough to upset the balance of saints, and it is no wonder that you often do not know whether to shoot the Niagara or to burn your candles at both ends. You are young, active, imaginative, ardent spirits, and you want to do wonderful

things, and your desire is sometimes so great that you go and pull old men's beards and ask the world to call you heroes. It is very difficult to decide in these days of rapidity and change whether such actions are not really heroic, for all people are unsettled in their minds as to what is right and what is not. It is really difficult for your elders to prescribe a conduct for you, but this is certain that it must give you greater joy to look at a star than to shout in a crowd.

Modern life is trustful of group-action. Associations and Societies have become part of our lives. We are thoroughly accustomed to multitudes and multitudes of men and things, of noises and voices and mere impersonal sounds tireless in their output of energy. Being in these powerful combinations or looking at them, we often fancy that we are equally powerful and that we are great by ourselves in the great fitness and unfitness of things. But as the authority of the multitude increases the capabilities of the individual often grow less. As we become accustomed to formidable interfusion of sounds we lose the virtue of our ears and the tender quality of our nerves. We are apt to give ourselves away to the multitude and think no more of ourselves. It is not an act of unselfishness as it might appear, but a continuous magnification of self till the mechanism of self breaks down under the pressure and could function no more. The individual is lost and society instead of becoming the richer finds itself the poorer. When the storm blows it would be easy for a leaf to get itself blown away. But the leaf does not become the storm. If you would help society and increase its strength or accelerate its progress you must help yourselves, and strive to become

like a light to kindle other lamps for the greater glory of a common festival. *Use some times to be alone*, and look intently within yourselves. From such contemplation are many gains to be made, and the greatest things in life arise from within ourselves.

If you do not know you have need to try to gain knowledge, for knowledge is greater than our eyes themselves. The ignorant man gropes in the dark unable to direct his steps since he does not know where he should go and where he could. Not all boys know that there is a joy in striving for knowledge, and those who would drop a book to smoke a cigar do not know the difference between a passion and a joy. A true joy makes us free while a passion freely indulged swings us into the slave-trade and sells us away. We who are old know that it would be foolish for you who are young to ape us and become old before you have been young long enough, for all good things have their beginning and early growth in youth, and you cannot be young too long.

There is beauty in life, and a lingering joy for those who can open their eyes and see it. There

are great things to do. In these days of expanding knowledge we are becoming more and more conscious that what we know is only an infinitesimal fraction of what there is to know. Immense gloom and mystery hang all round us. Life challenges us to go forth and untie its secrets. Matter mocks us with its hidden powers. The heavens call to us to open them and read if we could, and the universe like an endless magnitude beyond the range of thought or dream has made us smaller than molecules. And small as we are we have to go forward and do great things, even try to put a plumbline into this magnitude, and measure the profundity of the world. And we have so many useful little things to do also, in the home, in the neighbourhood and in the country. There are dazzling prizes waiting for willing hands and hearts. There is thronging demand in the bazaar for worth. Youth is a great promise in this epoch of revival and discovery, and it is up to you to move gently and to work patiently so that the generous promise of the gleaming early years may be redeemed.

Madras University.

B. A. Degree Examination, 1933.

SHAKESPEARE—A MIDSUMMER NIGHT'S DREAM, with Introduction and Notes, by the Rev. R. Scott, M.A. (College Classics Series) ...	1 6	POPE—RAPE OF THE LOCK, with Introduction and Notes, by E. E. Kellett, M.A. ...	1 0
SHAKESPEARE—KING RICHARD II, with Introduction and Notes, by J. C. Rillo, M.A. (College Classics Series)...	1 12	WORDSWORTH—SELECTIONS, containing Ode on the Intimations of Immortality, with Introduction and Notes, by E. H. Elliot, B.A. ...	0 12
SHAKESPEARE—THE TEMPEST, with Introduction and Notes, by E. E. Kellett, M.A. (College Classics Series) ...	1 6	BYRON—ROME: contained in Child Harold's Pilgrimage, Canto IV, with Introduction and Notes, by E. H. Elliot, B.A. ...	1 6
MILTON—PARADISE LOST, BOOK II, with Introduction and Notes, by W. Bell, M.A. ...	0 12	CARLYLE—ESSAY ON BURNS, with Introduction and Notes, by the Rev. R. Scott, M.A. ...	1 4
		AUSTEN—PRIDE AND PREJUDICE	

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

SCHOOLS OF TO-MORROW.

BY MR. S. JAGANNADHAN,
Teachers' College, Saidapet.

(Continued from p. 418.)

EXPERIMENTS IN TESTING CHILDREN.

At the end of the school course, it is necessary to test children whether they have come up to the level of the class. This will have to be judged not only by written tests but due consideration should be given to the regular attendance, results of individual work, records of home work, educational facilities rendered in the home, his general state of health during the year, etc.

When there is a cry all round to minimise the necessary evil of examinations, it will be needless to state that the stiffness and the rigour of the examinations ought to go. Though one does not come across the rigour of examinations in the Elementary Schools, yet it is found that in some schools it holds its sway still. We have all been brought up under this examination system. So then we are quite aware of the great nervous dissipation they caused us physically and mentally—not only to ourselves but also to our parents who were as eager as ourselves in this respect. The teachers themselves are not free from this anxiety. This sort of examination fear and fever ought to be rooted out of the minds of at least the children of our Elementary Schools.

In the place of the big examination at the end of the year, individual work, class tests and terminal tests would be highly useful. Instead of allowing children to write out the answers of a long list of questions consecutively for two hours, teachers will be well advised to convert their own class lessons into tests during the time of the so-called "Terminal Tests." Supposing that four days are allotted for tests. I think that on these days a short test paper in the main examination subjects such as the Three R's may be held during the time they have the Three R's in the

time-table. At other periods when they have hand-work or gardening, drill or games, they attend these classes as well. A two-hour paper will be distributed for four days at 30' each period. The children will thus distribute their study of their old lessons even for these four days and answer the questions satisfactorily. No doubt this arrangement will be a strain on the teacher in correcting and recording. It is needless to say that it very much lessens the evil attending on examinations. A careful record of all these marks will certainly convince a parent if his boy is detained owing to any cause. Even of these four days one day may be taken up as a general working day. The day may be especially devoted to excursions or special hand-work or some school entertainments.

This is specially advantageous to the teacher in setting questions from all lessons done in the class. Being a test paper for half an hour, the questions will have to be short so as to admit of a short answer. In this manner 10 to 12 questions may be answered in that time. This system of examination will be appreciated by such children as have been trained in individual and group work about which we shall talk presently.

INDIVIDUAL WORK IN SCHOOLS.

In the present system of class teaching and assigning work for the whole class, the teacher feels difficulty in gauging the real capacity of each pupil. The teacher cannot be all watchful for half an hour when the children are writing a piece of composition or doing something in their class. There is always a tendency to copy from the neighbour. In a system of individual work which gives scope for setting a different exercise

to each boy, the boys have to do the exercises individually and if they do not know them they have to go to the class teacher or to any bright pupil for help. Moreover each boy or girl may be doing the exercises at his or her own pace. There is ample scope for the bright or the dull boy also to progress at his own pace. The real difficulty is for the teacher to prepare a set of cards of individual exercises for pupils. This forms one of the essential equipments of the school.

LANGUAGE EXERCISES IN INDIVIDUAL WORK.

I give below a list of Exercises in individual work connected with language lessons.

1. Picture and Name Cards. Children to read a word and put it side by side with the picture representing the word.

2. Word building. From a series of covers containing letters of the alphabet arranged in a certain order, children build words.

3. A picture and its contents. Children to study a picture, study the words contained in the cover and arrange the words against the pictures corresponding to the former.

4. Pick out words with a particular ending such as *ய், ல், டம், டை, த்த, ம்*, etc.

5. Grouping words such as names of trees, flowers, vegetables, etc.

6. Read the sentences in a cover and place the sentences against the pictures.

Example: Potter: He makes pots.

Farmer: He ploughs the fields.

7. Study the sentences in a cover and put them in the proper order: the sentences may be mixed up.

THE POTTER AT WORK.

Example: 1. There is clay in front of the house.

2. The potter puts the wet clay in the centre of the wheel.

3. Then he turns the wheel with a long stick.

4. When the wheel is turning he shapes the clay into a pot.

8. Write 4 or 5 sentences on a picture pasted over a piece of card-board, leave some blanks in the sentences. Mix these left-out words and let the children choose the proper word for a blank.

9. Make a scrap book of pictures and let children write short sentences about the pictures.

10. Paste a picture, preferably a coloured picture, on a piece of card-board. Write some questions underneath. Let children answer the questions by looking at the picture.

Example. Picture of village life:

Questions: 1. Is this a village, town or city?
2. Why do you call it a village?
3. What animals and birds do you see here?
4. Why does the man go up the coconut tree?
5. What are the women doing with the pestles in their hands? etc. etc.

11. Frame a riddle in three or four sentences, and ask the question "what is it" at the end. Put 5 or 6 riddles in each cover and distribute these to the children of the class. This is a very effective way of teaching silent reading to children and making them think about the solution. The teacher should also see that the riddles are clothed in pleasing language which will interest children. Intelligent children will certainly exercise their brain in framing new riddles and any attempt in this direction should be encouraged and appreciated. This exercise stimulates original thinking and the use of choice vocabulary.

12. Grouping of words in sets of 3, 4, or 5 words each. Much has been said about this in the article on *Children's Clubs* [See "Educational

Review," May and June 1930] under the heading "A Game of Literature for Boys and Girls"

13. Mix words (a) Singular and plural.
(b) Masculine and feminine.
(c) Words and synonyms.
(d) Words and antonyms.

and make the children group the words in a particular order as shown above.

14. Give sentences to children and let them choose the subject, predicate and object.

15. Give them a long and involved sentence which they have to break into short and simple sentences.

16. Pick out compound words and split them into simple words.

17. Frame questions from a long paragraph.

18. Pick out words containing the letters

- (a) *ச, ப.*
(b) *ல, ள, ழ.*
(c) *ஈ, ஊ, ன்.*
(d) *ந், ன், ட, ண்.*
(e) *ன, ன், ர்; னெ, னை, ரெ; னே, னூ, ரூ.*
(f) *ஜ, ஸ, ஷ, ஹ, ஸ்.*

These are indeed necessary to be done in all classes for giving them practice for seeing the words and making them familiar with the usage of these special difficulties. By practice they can learn to become perfect. These preliminary exercises would lead to good results in a dictation or a composition exercise.

In this manner any amount of exercise may be set for children. Some exercises may be based on text-books also, especially exercises numbered 14, 15, 16, 17, 18 assigning the portion to be covered by each children. Different lessons or paragraphs or words may be assigned to individuals or groups in the class, thus facilitating individual attention to work. It must be clearly understood that this procedure does not take

away class teaching, explanation, and reading of a particular lesson. Each child is to be given an opportunity for reading in front of the teacher, while the others are listening to the reading. We may notice that interest in the subject will be losing and after some time it will be necessary to deviate the other children to some other form of work. During that time it will be advisable for the teacher to have recourse to any of the exercises written out for other subjects. Specially the subject of Arithmetic allows great facilities for writing out individual exercises. I have elsewhere chalked out a course of exercises in Individual Exercise in Number [*vide* "South Indian Teacher," April 1931].

ENGLISH IN THE ELEMENTARY SCHOOL.

The language of the child is learnt at first by imitation. By this faculty of imitation there is a possibility of the child learning other languages as well. We have come across children speaking two or more languages in the period of childhood. But how far there is opportunity for the development of all these languages side by side is not known to us. English, though a foreign language, has a great demand and the children and the parents are anxious to learn. From the eagerness of the adults of the Adult Education class, one can understand their eagerness to acquire working knowledge of the foreign tongue. But there are very many children to whom this foreign tongue stands as a great barrier in their progress of learning in other subjects and thus improving themselves. To such pupils this foreign tongue should not be made compulsory. If they are inclined to improve the subjects they favour such as Language, Arithmetic, Handwork or General Knowledge, they ought to be allowed to do so. As at present constituted, the Elementary Schools do not contain teachers who could teach this foreign tongue to children. In the Schools of To-morrow provision is made for the teaching of the foreign tongue. Such pupils who wish to pass

out of the Elementary School without any proficiency in English should be allowed to have special certificates recording their progress in the other subjects.

In this school, provision should be made for these children to improve the other subjects. Hence there is need for having a Vernacular section and another an Anglo-vernacular section, special teachers are therefore necessary to look after these two different sections, though in all other subjects except English the children of a class sit together and work together.

EDUCATIONAL FREEDOM.

To those who feel complete responsibility to a work entrusted to them and to those who almost dedicate their lives to this education, freedom ought to be given to work on lines which they chalk out for themselves. To them the school, the time-table the scheme of work, the text-book and last but not least the head teacher should not be made the objects of standing obstacles. On the other hand, these should be elastic as to allow a good amount of freedom to the teacher. Those who love freedom of action to themselves should give freedom to their own subordinates. Teachers who love to have such a freedom must be prepared to give freedom to those children who come under them. This much coveted freedom, if used properly, would certainly be yielding beneficent results. In teaching children no uniform method can be forced on the teacher or the pupils, but the teacher should be allowed a certain amount of freedom of action which he uses profitably to the cause of education and to those pupils who come under him. There is nothing in a name but in the spirit underlying it. Any method however valuable it may be in other circumstances, must have to be modified to existing conditions. This modification should be done by the teachers. This freedom is also combined with careful guidance by the teacher towards the pupils.

Montessori lays great stress on the spontaneous freedom to children and in her school the children are allowed to take any set of apparatus which pleases them for the time being. If they are exhausted, they are allowed to handle various other apparatus and learn about them by handling them and by playing with them. Such freedom should be given to our children and the teachers have to direct the freedom to flow in the right channel.

THE SUPREME OBJECT.

The supreme object of education is to make the children grow into the right sort of citizens with sound character, and with a keen desire to learn more and give their best to their country. The object is also to imbibe in them the value of self-help, and perseverance in their work. The value of education is measured not only by the productive or the earning capacity of the youths but also by the measure of their usefulness to the society, community and country as a whole.

In order to achieve the supreme object, the whole school is responsible. All teachers should have this object in view during all the periods of the school and while teaching each subject of the curriculum. All teachers share the general work in school such as

1. Imparting of moral instruction and telling of important news in school assembly.
2. Supervision of games, gardens and farms.
3. Attending to the sick and looking after the cleanliness of children.
4. Watching the work and play of children outside school hours and advising them.
5. Helping the children when they are approached for help either by parents or children.
6. Looking after the general administrative work and thus helping the head-teacher.

All the several departments of the school work hand in hand in order to achieve this supreme object.

EACH TEACHER AN EXPERIMENTER.

Each teacher must also specialise in some branch of child education apart from giving his best to the children assigned to him. The following pieces of work deserve to be specialised by the teachers:—

1. Nature experiments in and outside the classroom.
2. Planning geographical excursions.
3. Making schemes for individual work in (a) Language and (b) Number.
4. Studying some standard tests of intelligence, adapting them, testing the children under him, and comparing the results of children with those obtained previously.
5. Examining the tastes of children using the library.
6. Making use of the leisure time in suitable hobbies connected with the education of children such as running children's clubs or organising vacation lectures or holiday camps or excursions for children.
7. Making of toys, using simple things and with less of tools.
8. Studying educational experiments in other lands.
9. Studying the special reports on children such as medical inspection, etc.
10. Preparing suitable aids to teaching.

Thus each teacher must have an educational hobby as well.

The teachers residing within a locality should divide the locality into several wards, and each of them should assign for himself one ward and supervise the children in his own ward. These children may not all be his class children but in the matter of helping them and looking after them he acts more or less as a guardian. Thus by a healthy co-operation in the school staff, the school will achieve the supreme object of education.

THE SCIENCE AND ART OF EDUCATION.

We always hear that in most cases the theories of the Training School are nowhere practised in the ordinary schools. The teachers of the "Schools of To-morrow" will remember this attack and give a practical shape to the science of education. The art or the practice of education must have a scientific basis and the science is evolved out of a series of practical experiments. I really consider that our forefathers who have coined some valuable riddles, given us interesting number of puzzles, and coined a number of interesting stories to children, have by their intuition developed the science of education into a fine art. It is given to us to develop this art of education through constant observation of, and experience with, children.

SCHOOL DISCIPLINE.

There is beauty in the noise of children, in the movement of children as also in the silence of children. There is beauty in doing intense work and in spontaneous play, when the beauty fades away and becomes ugly, this noise or silence becomes distasteful to school discipline. School discipline therefore cannot be measured by the silence or the noise of the school, but by the beauty underlying the same. While on an excursion to watch the birds, there is beauty in silently lying down and watching the birds. In an assembly for prayer, there is beauty in strict silence. In watching the children at play, the spectators give expression to their inward joy or sorrow by spontaneous shouts or cries. So long as the shouts or cries do not disturb the progress of the play of children, these are well-intentioned. They cheer up children. When the shouts are the expressions of hatred or jealousy, they are undesirable. When there is a simultaneous movement of the parts of the body in a school drill, there is beauty in silence. When at the end of the drill, there is an orderly rush for free games, there is also a beauty of movements. The school

must be the training ground for practising free self-discipline.

Therefore the school discipline depends upon the training given to children in their class-work, out-door work, assembly hall and everywhere. They are trained how to behave in all these places. Every evening it seems desirable to have a whole school drill for a few minutes, and every morning a prayer or an assembly talk.

In looking after the discipline of the school, the children of the school also help the teachers. A batch of volunteers chosen from the older pupils will watch the children's movements and when they are not beautiful, they themselves set them right. Telling tales or ever-bringing complaints to the teacher or the head-teacher should be deprecated. The policing work of the teacher or the head-teacher should be lessened and must go and the fear of children towards the teachers should be replaced by respect and love. We fear to do a wrong thing and only when we do a wrong thing we fear God or the teacher. But when we always intend doing a right or a beautiful thing, we should love and respect God or the teacher or anybody else. These volunteers are to be trained for responsibility and not to exercise authority.

In this connection it seems desirable to me to have the Scout system merged into the general educational system instead of having it as a separate movement and training only a few boys of the school as scouts. Each boy or girl should have the "Scout" or the "Girl Guide" spirit ingrained into him or her respectively. The spirit of social service, looking after the needy or sick, helping a cause or an organisation through peaceful work—all these should engage the attention of all the boys and girls.

PUNISHMENTS.

The subject of school discipline leads to punishments. Punishments when administered are in-

tended to be corrective, and when a punishment does not produce the needed correction, it has become futile. The punishment meted out must produce a change of heart and not be merely an infliction of bodily pain. There is a proverb which says that good words are more lasting than punishments which produce bodily pain. The pain is soon forgotten while words which get into the heart produce an everlasting benefit.

It is understood that all actions of the teacher are controlled by a moral code as against legal enactments. The power to punish is also given to him by this moral code. We are all (including my humble self) answerable to God for wrong punishments. In a majority of cases, the punishment is the outcome of a certain form of anger or discontent in our mind. For example, if a boy does not work a sum correctly, he is punished. The punishment is not the wanton act of the teacher to inflict pain. But it may be that the boy may be too backward for the class. He might have been promoted or admitted by some pressure brought on the teacher or the head-teacher by some outside influence. So the cause for this discontent is not the boy who received the punishment. But we teachers, head-teachers and the parents are all closely connected for producing such a discontent. To such a boy the punishment itself cannot produce a correction. The four devices for correction are said to be *Sama*, *Dhana*, *Bedha* and *Danda*. This *Danda* or punishment is reserved to the last.

If we think that the previous generation of teachers and that our own teachers punished us while we were young, it should not be understood that we also should inherit the same power of punishing and copy their practice every day.

There are some cases where punishments are needed such as in moral offences. Even here we have to administer the same with a spirit of moderation, justice, sympathy and love.

The
by :

devices may be practised step
der to control ourselves.
to touch a cane.

re up our minds not to punish under
on and practising this for a few days
in session. Whenever we raise our hands,
we shall very soon think of our determination and
the halter to the hand.

Giving up the practice of knocking on the
head or pulling the ear. These are very injurious
to the child.

We can all practise some of these things taking a vow on a particular day, for example, when a boy bleeds as a result of the teacher unconsciously punishing him in a wound or itch, on an important day when he himself feels that he has overdone his punishments or any other religious day when it appears to his heart to refrain from punishing children. These are all sure ways of controlling ourselves. Towards children of delicate body and health we shall have to be very careful. In all cases of unconscious punishment we shall express our remorse and regret to our children and their parents.

At the same time I cannot but feel that sometimes the parents themselves come to us and remind us of the proverb "Spare the rod and spoil the child." I should like to answer, "Dear Sirs, the same proverb applies to you as it applies to me. In the making of the child the teacher and the parent are both sharing the responsibility of directing, guiding and the practising of good habits. This direction, guidance and practice is equally important in the learning of school subjects. The punishing power is not the sole right of the teacher. I do recognise the value of the power vested in me and exercise it at the right time."

Equally so there are some parents (and probably they are few) who feel offended at

the teacher inflicting even a small punishment on their children. It is very difficult to bring round some of them. On the whole I would pray to God and say within myself, "Oh God, forgive me for the past sins and condone my past actions. Give me that strength of mind to think and feel before I do a hasty action." Children too may be consulted as to the nature of punishment that can be given to children for committing grave mistakes.

REWARDS AND PRIZES.

Closely connected with punishment is the award of prizes and rewards. Just as we all feel that we should not commit excess in meting out punishments, it is equally necessary to exercise caution in the award of rewards and prizes. Some schools spend thousands and hundreds in prizes. As a poor nation, we cannot afford to spend much on prizes. Just as the Grecian nation took pride in the award of the olive crown as the greatest reward, we too should be contented with a humble gift as a suitable reward for any good action. Certificates and shields are also to be substituted for rewards in kind. Children who do good work in the class or outside must have their names written down in a school-shield which could be preserved throughout. The award is the recognition of good work and is an encouragement for doing better work. Any prize given for such an action, however humble it may be, is an indication of the appreciation of the judges. It is necessary to point out the value of these prizes and rewards to children. Honesty, perseverance and industry go a great deal in winning a prize.

PRIVATE TUITION.

One delicate point which the teacher has to be careful about is the problem of private tuition. It is money that brings one into rupture with another. It is this run for money that brings on hatred even among men of our own ranks. Private tuition is probably the only honest

means of supplementing our poor income. But so long as it does not bring us into hatred with another, into contempt with others, it is safe to have recourse to private tuition. But when bad qualities accompany it, it is better to be cautious than risk it. It so happens that the nobility of the profession is marred by some stray indiscreetness on our part in the matter of taking up this work, though honourable it may be.

It is hoped that the future school will not give room for some of these "black things" in the life of the teacher, *i.e.*, punishment and private tuition.

SCHOOL EQUIPMENT.

In the foregoing paragraphs I have outlined a few things which tend to produce a good effect on the public with regard to the work of the school judged as a whole, but still there are many things which tend to create a good effect in teaching. The first is school equipment with regard to teaching aids. Under school equipment should be included school furniture, laboratory, library, and teaching aids. As a teacher I consider the last item to be very important; the subject of teaching aids has been very dear to me. As a result of my thoughts and humble practice, I have been able to devise a number of teaching aids. I have been also giving expression to some of these new teaching aids through educational journals and talks to teachers. In some humble measure I have been able to meet my own personal demands by personal work. It has been also possible for me to help a few people here and there. But there is going to be a very bright future for any teacher's co-operative undertaking for the preparation and sale of these teaching aids. There is beginning to be a demand from teachers and managers for teaching appliances. At the same time there are ever so many things which teachers could themselves make

for their class or school. For a would-be teacher the period of training is the best period for equipping himself with teaching aids and this he must continue even after this period of training and while he is a teacher. These aids form important supplements to the "Notes of Lessons." Some time during the week end or term end holidays must be devoted for the preparation of these teaching aids. It was a happy thing to see many teachers coming forward to do useful charts and teaching aids in the Refresher Courses for Elementary Teachers recently organised for the first time in Palghat. Many of them went away with the thought that they themselves could produce a text of useful things. It will be possible for the teachers to make these teaching aids with the help of the pupils in lessons in school hand-work.

SCHOOL-BOOKS.

The Three R's form the key to knowledge and hence school books in the Three R's should engage the attention of all school-masters. It will be a grand thing indeed if a school could have its own press and bring out its own publications and newspapers. It is hoped that at least at some distant day there will rise a self-contained school with a printing press attached to it. As it stands at present, the school teachers must make a complete study of these books on Language and Number and General Knowledge and make a good selection.

As far as Primers are concerned, I feel quite certain that it is within the possibility of each teacher to supply the babies with a good manuscript reading book. In such a book the teacher can follow his method, choose his own words and through it educate the children in the best manner possible. First of all the teacher can make out a list of all familiar words to children at the age of 4 or 5, arrange these words in the order of sequence of lessons and rearrange them so as to suit the

plan he is to follow. A perusal of a dozen popular Primers reveals the introduction of nearly 1800 words in those books, the words in a book ranging from 200 to 700, while the familiar words come to about 500. Thus many Primers contain unfamiliar and un-understandable words to children. Practice in the reading of familiar words through play-exercises creates a thirst for reading.

A close study of the Readers brings to light the introduction of several topics in the Readers. There are also books specialising in the general subjects such as Nature-Study, History, Geography, Civics, Health, Moral Instruction, Stories, etc. It is indeed a difficult thing to choose an ideal book and it is also unwise to prescribe half a dozen language books which deal in detail with all the different branches of learning. It is not possible to finish the books and text-books alone do not provide the children with all the materials necessary.

If we are keen about widening the general knowledge of children, we ought to create in children a wider field for choice of books than the text-books and that could be done only by starting a children's library. I was indeed glad to note a number of children visiting an educational exhibition glancing through the pages of some manuscript books entitled 'The Children's Treasury.' In these books were written such stories as the fly, the monkey, the crow, the little children, the four songsters, the tiger, the traveller and the jackal, the three pigs, the three bears, the old man and his son and the ass, Tenalirama and the horse, etc.

The small attractive and illustrated hand-books attracted them very much and the young visitors introduced each book to the new visitor. They like short books which they could read and finish in a short time. Very few children for example read through the whole of the

text-book even if it be in a language known to them. They want newer and newer things to handle and learn. This thirst for new books could be satisfied only when a school can have a good collection of children's books.

Exercise cards printed in quarter sheets of paper will be a good substitute for text-books on Arithmetic. The exercises may be varied and the difficulty of copying the same from a black-board or to the dictation of the teacher will disappear. In the latter case there is a tendency to copy or take down wrong figures. In the case of these cards, the answers have to be verified with the help of the teacher. The number of exercise-books also could be brought to a minimum by avoiding unnecessary books for subjects such as Nature-Study, History or Story, retaining of course books for increasing the reading power of children. Slates may continue to be used for writing work in the class.

SPECIAL CLASS-ROOMS.

In the schools of to-morrow there is a necessity for equipping special class-rooms for the teaching of lessons on general knowledge. If the school is to be converted into a miniature world, then it is necessary to be fully equipped so that children may take in much knowledge by observation, guidance and experiment. These rooms should be furnished with charts, pictures and other apparatus and appliances necessary for the teaching of general knowledge. It is just a museum for the school itself.

On some days in the month, the children should be treated to some Lantern and Cinema Shows which would widen their general knowledge. On these days specialists may be brought from outside and requested to address the children. It will be an interesting experiment to watch children how they view these extension classes. Excursions and

open-air lessons also form a means of teaching through life.

HAND-WORK AND PRACTICAL WORK FOR CHILDREN.

Equally important is the teaching of handicrafts to children through simple hand-work. A course of hand-work will include paper work, card board, clay and wax models, reed, palm-leaf, broom and needle work, and exercises in free-arm, outline and colour drawing. The materials for such a general course should be chosen from those which are available in the locality. In this respect the need for a change of hand-work to girls will be found necessary. As remarked already, this time may be used for the preparation of some teaching aids to school and for assigning some practical work

connected with the teaching of school subjects. Hand-work is another means by which the children learn about things and hence it is necessary that this should be correlated to the other subjects of the school curriculum.

In the "Schools of To-morrow," provision will have to be made for special work rooms for teaching some manual work and work of art which would be useful for earning a livelihood. These are more intended for training children who will like to enter life after the elementary school career.

All children will however take interest in hobbies. They select their own hobbies from a list which is hung prominently in the "work-room." They also see some models of the hobbies and hand-work.

(To be continued).

A Text-book of Tamil Composition

Specially adapted to meet the requirements of S.S.L.C. and Intermediate Examinations

(Prepared in accordance with the recommendations of the University of Madras)

BY

G. DAMODARA MUDALIAR, B.A.

*Tamil Reader, Office of the Registrar of Books, Madras,
(sometime an Assistant in the Wesley College, Madras).*

Price Rs. 12.

Approved as a Text-book for Schools and Colleges.
(*Fort St. George Gazette, 21st October 1918.*)

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

PEDAGOGIC HONESTY.

BY MR. Y. LOCANADHAM.

B. H. School, Peravali.

HONESTY is the soul of every profession. In some, every policy is the best honesty—the reverse of the old-age 'Honesty is the best policy.' In trade and politics honesty changes and has variable definition. For the trader, profits are his chief concern and for the politician means do not matter if the object is achieved. The law gives benefits of doubt and the lawyer weaves out his story to create all doubts if not to remove. The bread-winning professions dependent upon manual labour cannot adopt a policy of dishonesty at the cost of the daily bread. Intellectual professions do admit of the pursuance of dishonest paths with least mental or physical annoyance. Of all the professions belonging to the latter group, the teachers' is the one that has no necessity to stoop to dishonesty and for the teacher there is nothing to conquer or gain. Perhaps that is why it is termed the noblest of professions. The Gurukula teacher is the model of this noblest profession. Imparting of knowledge is his aim and end. He is not bothered by promotions, percentages of passes and failures. The register of unemployed graduates is never kept by him. The bureau for employment is not opened by him. These things were unknown to the ancient seats of learning, Orient or Occident. When the intellectual attainments were begun to be estimated on the basis of examinations and degrees of the Universities, doubts arose and the benefits of doubt had to be considered. To err is human and more so with the jugglery of examinations. Complications arise and with the advent of monetary valuation of 'varsity degrees the holy teachers of cultural centres have to go astray and stoop. Rivalry and competition, and rewards and punishments

have their own tale to tell. Thus the scope for dishonesty took its birth and began to grow.

To begin self-introspecting and expose some of our weaknesses is perhaps most unpalatable and annoying but a truth-seeker never gives up such examination. The teacher's profession has become the last resort of every bread-winner and there are few conscientious men that take up the profession for the sake of the profession itself. The pupil that enters the portals of a training institution is not made to feel that he is preparing himself for the noblest of professions. The course of instruction in lower stages savours half to half the insipid school study and in higher stages, some cut and dried methods are served and these are swallowed. There the training stops. All methods learnt and unlearnt are proof against all assimilation or adoption. The trained teacher is the most untrained teacher, for, the environment in the school room staggers him and the dry bones of his half learnt methods. Here we have got our set of 'pucca' teachers. These have their Kindergarten ways, the Concentric and Dalton plans, the Direct and Project methods and a host of other schemes. What should he do with all these? If he does not display some of these, the authorities in power may dub him unskilled though trained. Any adoption of these cut and dried methods in the school room ends in chaos. After all the pupil is not made after or for these methods. The human nature is always in revolt against the man-made plans of learning to be wise. Hence the machine cut teacher begins to observe the superficialities of all methods. A self-deception begins and takes root. He means no dishonesty but there is a sort of swindling if

such a term can be used. In the realm of such a teacher, the pupil is only a subject subordinate to all methods. No matter whether the pupil knows the Geography of the district or not there is the ground map of the district in the school garden with the rivers flowing, the names of the taluqs drawn in green herbage and with such sight arresting decorations. Go to the class room and question the boys on the routes for a cyclist to tour the district. He will at once blink. Recently a D.E.O. in his annual visits to the various schools questioned the boys in the higher forms on the local geography. He was stunned to find a hopeless response even in schools where there were Geography specialists. We know there are schools where the white-washed walls are filled with coloured maps advertised to be drawn by pupils only. Models of irrigation channels with locks, water wheels, wind mills and such other exhibits of wood, paper and clay are made to receive the Inspector favourably disposed towards the schools and the moment he leaves the schools, all these articles of exhibition are assigned to safe custody. While these things are made, one or two pupils' services are requisitioned for the manual labour involved. The boys in the class room do not know what these articles are for. The upkeep of a museum in the school is an instance to the point. The articles are either got from Janardhanams or some other enterprising firm. Leaving out these various methods of honesty in equipment, let us enter the class room and consider the teacher's honest methods in teaching. The quantity of written exercises and the number of red-ink marks of correction and the neat covers of note books, etc., make up what is lacking in instruction. Dictating summaries and answers to the most important lessons and answering all the examination papers take up three-fourths of the school hours and the teacher is there doing all work and no play.

This kind of conscientious teacher is considered by the manager as the most 'honest' of all. Here let me narrate to my readers a curious instance of the writer's experience. As I entered the service I was asked by the Headmaster to take up history work in the lowest class. I was asked to teach local history for all history teaching should begin with 'local history.' As the writer referred to the syllabus he found curious names and he went to the class prepared with notes given by the Headmaster who was the author of the syllabus. All the names referred to the local gentlemen that were living in the village. As the writer went on with the history of the persons one boy stood up and exclaimed "Sir, the gentleman whom you are describing is well-known for his hay stealing, etc." If local history is to be interpreted as above, I do not know what the pupil will understand of history. This is by the way. Lastly we have to consider that great thing—the examinations. This final and all embracing test of the achievements of the teachers and the taught is the crux of the whole matter. This mechanism of examinations, being the most vague thing of all creations is full of manipulations and moderation boards. Nothing definite is assured. Waste and wastage are its results at the several stages. Committees are set up to eradicate evils and formulate new schemes but they end in producing more complications leading to the so called 'slaughter of the innocents.' All these are honest methods of the noblest profession! Questions are set in and out of portions sometimes to display the examiner's skill, percentages are fixed beforehand, papers are valued by a number of hands and what not. All this to test the degree of efficiency and the level of wisdom. Indeed a very unique test unknown to the ancients!

As for other corrupt practices that are the direct results of the manager's interference in the internal administration of the school, the less

said the better. Coming to the honest ways of the Headmasters' general supervision, all teachers are aware of this item and at my hands it needs no elaboration. It is not given to all to take up sides with the manager and practise methods subversive of the professional honesty. In the interests of prestige and economy so much is done that I have no space to describe. The headmaster often considers himself the repository of wisdom and he does handles in his own way the machinery of organisation and discipline. Public matters such as education principles and practices are explained in his own light and the mass of the other assistants is considered a purely subordinate body perhaps with no experience and originality. Such self-

conscious headmasters are many but their days are numbered in these days of democracy and self-government.

Such are the 'honest' methods that have crept into our profession. I have tried to expose the worst of them and there may be many more. As teachers belonging to the noblest of professions, let us not try to camouflage the manager and the public to serve our selfish ends. Ours is a task for which no rewards are necessary. Managers and examinations are not our concern. Let us pursue the profession for the profession's sake and may we not tarnish its fair name with black marks of dishonesty!

THIRUKKALIKUNRAM.

BY MR. L. N. GUBIL SUNDARESAN,

Tebpakulam, Trichy.

Thirukkalikunram or the Hill of the Kites is situated nine miles to the south-east of Chingleput and is easily reached by motor car from Chingleput Railway Station in half an hour. This place derives its name from the fact that two kites or vultures visit this place daily at noon and take their food and are said to be doing so from a very long time. The visit of the two birds is even recorded by the Dutch writer Havart who visited this place in January 1681. These vultures which look very old are considered to have been two sages cursed to assume their present shape. These sages were two brothers, the elder devoted to Siva and the younger to Sakthi his wife. They began to quarrel regarding the superiority of the deities they worshipped. They did not cease their quarrel even when Siva himself intervened. So for the fault of having loved their respective gods too well but not wisely, Siva cursed them to become vultures. The feeding of these vultures, which are considered sacred, is an elaborate

ceremony and draws a large crowd to the top of the hill. As soon as the mid-day pooja is over, the Pakshi Pandaram, as the man who feeds these birds is called, besmeared with ashes and wearing garlands of rudraksha (beads) comes to the small rock with cooked rice mixed with sugar and ghee. Soon after he arrives, he performs pooja and the crowds see the two vultures hovering over their heads and slowly descending to the rock. As soon as these birds stand on the rock, a great silence prevails among the audience, lest these birds should be scared away and the rest of the ceremony is witnessed in silence. The Pandaram prostrates before the birds and places two cups with ghee on the rock, and the vultures approach him and take the food from his hands. As soon as they have finished their meal, they fly away and the food that is left behind is distributed among the worshippers who sometimes pay for the same as it is held sacred. As only these two birds come daily at a fixed hour, and as they

are not seen in the place at other times of the day, the ordinary folk believe that they bathe in the Ganges every morning, have their food at noon here and go to Rameswaram and worship there in the evening, returning to Benares in the night! The feeding is a very interesting sight anyway, and no one who visits this place can afford to lose this sight.

The hill on which this nice temple stands is called Vedagiri, the hill of the Vedas. It is five hundred feet high and the top is reached by two paths of stone steps—one for going up and the other for getting down. On coming down from the top by the descending side, one comes across a mandapam, the pillars and cells of which are carved out of one stone, and this cave appears to have at one time been a place of worship of three gods comprising the Hindu Trinity. The hill itself is considered very sacred and a walk round it is credited to give not only spiritual healing but to cure all "the ills that flesh is heir to" as well. Indra, the god of the thunderbolt, is said to have worshipped the deity here and it is believed that he still does so, though once in twelve years passing round the temple in the form of a thunderbolt!

There is a beautiful tank at the foot of the hill, which is known as Sankha-thirtha. The water of this tank is considered to be very efficacious and even now occasionally right-turned conches are said to be found in it. The finding of this kind of conch is an occasion for great festivity in the temple and attracts a large number of pilgrims. At the foot of the hill also there is a beautiful temple with a small tank inside it. The view of the hill with the temple at its top, from this small tank is one that no one should miss.

The climate of the place is mild and on this account and on account of the medicinal properties attributed to a walk round the hill, this is considered to be a sanatorium, and people from

Madras visit this place for their health also. It lies on the road to Mahabalipuram, and persons intending to see the latter place can do so with great convenience by breaking their journey here. There is also a nice forest bungalow for travellers situated at the foot of the hill amidst beautiful natural surroundings.

PRE-MUSALMAN INDIA Volume I.—PRE-HISTORIC INDIA

BY
V. RANGACHARYA, M.A.,
*Professor of Indian History, Presidency College,
Madras.*

Price Rs. 5.

Vol. II. VEDIC INDIA—*In the Press.*

KALIDASA

Being a critical appreciation of his works

IN TAMIL

By K. S. RAMASWAMI SASTRIAR, B.A., B.L.
Sub-Judge, Tanjore.

Crown 8vo. about 200 pages. Price 12 as.

Approved as suitable for school use, *vide* Fort Saint George Gazette, Pt. I-B, dated 19th April 1927.

The Principles and Methods OF TEACHING GEOGRAPHY

BY
G. D. TAMASKAR, M.A., L.T.,
Spence Training College, Jubbulpore.

Crown 8vo. about 200 Pages. Re. 1-8-0.

SRINIVASA VARADACHARI & CO.,
190, MOUNT ROAD, MADRAS.

PASSING THROUGH GERMANY.

BY PROF. G. M. JADHAV.

Hon. Secretary, Deutsche Gesellschaft, Parel, Bombay 12.

"Is it memory or dream?
Ah, I know it not:
Wondrously alike they seem.
Visions unforget,
Live in dream or memory.
Beautiful eternally."

Students, teachers, professors, business men, editors and others who are interested in German language, German history, German culture, German cities, and German Universities, should write to the Terramare Office, Berlin, Germany, for a copy of 'Passing Through Germany'. Everyone will receive a copy free of charge. This book, published every year, contains very interesting and useful information. Please send a copy of this article with your letter.

Everyone should also write for a list of books about Germany published by the Terramare Office. In this list the following offer is made:—

"1. Please name the 10 best English or American works which you would recommend for translation into German.

2. Please name the 10 best German works which you would recommend for translation into English.

3. What recent edition of a German work do you consider the best?

Everyone answering the above questions in detail will receive a small copy of a German literary work, as an expression of appreciation on the part of the TERRAMARE OFFICE."

'Passing through Germany' contains articles in English by the best authors of the subjects con-

cerned. A short account of the authors is also given in the book. As usual 'Passing Through Germany' is the work of German thoroughness and efficiency.

Passing through Germany, we may one day come to Weimar and remember that it was more than ninety-nine years ago that a great German poet, perhaps the greatest, breathed his last. In March 1932 it will be the 100th anniversary of the death of Goethe. Let us hope that in India we shall be able to celebrate this event in the right way. Goethe requires no statue or monument to his memory. His works are there to make his name immortal, he will live, or rather the German language will live on because of the dramas Goethe and Schiller wrote. This is not an exaggeration. After all, the greatness of a language is to be judged by the works it possesses and the German language may well consider itself lucky that there were men like Goethe, Schiller, Lessing.

Carlyle once said: "The true University in these days is a collection of books." Let us hope we shall have a good German Library (Goethe-Schiller Institute if you like), which will commemorate the 100th anniversary of the death of Goethe. Passing through Germany, many Indians must have had this idea in mind. Deutsche Gesellschaft, Bombay, is making an effort to have a good German Library and later on develop it into Goethe-Schiller Institute which will be of use to the whole of India.

Indian students who have seen the Sanskrit, Persian, Arabic and other Libraries in German Universities must wonder why there are not similar German libraries in India.

AMBASAMUDRAM EDUCATIONAL EXHIBITION.

An Elementary Educational Exhibition is proposed to be held in the Thearthapathy High School premises on 31-7-31. Teachers' and pupils' Exhibits are welcome. Exhibits selected as excellent by the judges may fetch medals or certi-

ificates of merit. After the Exhibition is over, the Exhibits will be returned duly to the owners with the medals or certificates. The favour of earnest co-operation of all those interested in the improvement of instruction in schools is earnestly solicited.

REVIEWS AND NOTICES.

A HUNDRED YEARS OF ENGLISH POETRY: SELECTED BY E. B. POWLEY. (CAMBRIDGE UNIVERSITY PRESS). Pp. xiv + 176. Price 2s. 6d.

This is an attractive little volume of poetical selections among which the leading modern and recent names are represented. The first author in the book was born in 1784 and the last in 1896, so that the book is meant to represent a hundred years of English poetry. There is a short biographical note about each poet prefixed to the selection, which will be very welcome to readers. It is wonderful how such a large number of good pieces have been brought together here. The editor tells us in the Preface about the quality of a true poem, that it says something intelligibly, expresses its message with due regard for prosody and makes an emotional appeal. We are anyhow quite pleased with the selections offered in the book comprehending as it does Watson on *Wordsworth's Grave*, Thompson's *Hound of Heaven*, *The Lake Isle of Innisfree* by Yeats, Marvell on *Cargoes*, Blunden's *Alms-women* and other poems.

FIRST STEPS IN SHAKESPEARE: A MIDSUMMER NIGHT'S DREAM (Pp. 52); **THE MERCHANT OF VENICE** (Pp. 54); **JULIUS CAESAR** (Pp. 56); **MACBETH** (Pp. 47), ARRANGED AND EDITED BY J. DOVER WILSON (CAMBRIDGE UNIVERSITY PRESS). Price 1s. each.

Arranged and edited as these are by the excellent Shakespeare scholar, Professor Dover Wilson, the little books with limp cloth covers will serve as a most suitable introduction to Shakespeare for the young. Though Lamb told Shakespeare's stories in a simple style suitable for the young, we have all along wanted something by which juvenile readers may be presented directly to Shakespeare's work. The books before us do this admirably. An account of the story is prefixed to each play, the play itself is abridged with titles at the top of

each page to indicate the principal divisions of the play, useful notes are crowded at the foot of each page and further notes, chiefly for the teacher, are provided at the end. We hope that every school, and even colleges where Intermediate courses are taught, will lose no time in availing themselves of these books to spread a knowledge of Shakespeare quickly among young students. Another feature of the books is the suggestions for acting by students, even in the class-room.

MOBY DICK, BY HERMAN MELVILLE, ABRIDGED WITH INTRODUCTION AND NOTES, BY C. H. ST. L. RUSSELL. (MACMILLAN & CO., LTD.) Pp. xvii + 212. Price 1s. 9d.

Interest in Melville was revived chiefly after the addition of a volume on him to the English Men of Letters series. It is good to have the famous novel abridged in the present book, so as to be used by young readers or by those who have no time to read the bulky original. *Moby Dick* is the name of a whale, and the book describes in charming style somewhat like R. L. Stevenson's 'The Adventures of a Whaling Expedition,' taking us to remote places and strange characters.

SHAKESPEARE RETOLD FOR LITTLE PEOPLE: THE MERCHANT OF VENICE (87 Pp.); **MUCH ADO ABOUT NOTHING** (88 Pp.) RETOLD BY SAMUEL DAVIS AND ILLUSTRATED BY ALICE B. WOODWARD. (G. BELL & SONS, LTD.) Price 1s. each.

The efforts to present Shakespeare to the young have been unceasing. The books before us which are very prettily got-up, narrate each story of Shakespeare's in simple English, dividing it into separate chapters indicating the significant stages in the growth of each play. The illustrations are of course an additional attraction.

THE MODERN CLASS-BOOK OF ENGLISH HISTORY—SENIOR BOOK I—EARLY TIMES TO THE TUDORS, BY E. J. S. LAY. (MACMILLAN & CO., LTD.) Pp. 192. Price 14 as.

One would like to become young again to have the privilege of learning history from such excellently-planned text-books like this. The breadth of view comprehended in the narration, the frequent utilisation of all the best literature on the topics, the illustrations taken from the most valuable sources and the diagrams for graphic representation of events and changes, all make for a very valuable text-book. Even the teacher's work is lightened by "Notes," "Revision work for the Notebook," "Memory Tests" and "Written Exercises" at the end of each chapter.

ENGLISH SIMPLIFIED FOR FOREIGN STUDENTS, THIRD BOOK, BY RANKIN WENLOCK. (MACMILLAN & CO., LTD.) Pp. 135. Price 2s. 6d.

The author of this book must possess great gifts. The lessons are very originally chosen and are extremely cosmopolitan in character. He presents a number of informing dialogues in a second section and a number of humorous incidents in the third. Nine appendices give information of various kinds, of which the grammatical part must prove very helpful. Altogether this kind of book must help to make English quite an attractive language to foreign learners.

POLITICAL PHILOSOPHY OF RABINDRANATH, BY SOCHIN SEN, M.A., B.L.—WITH A FOREWORD BY PRAMATHA CHAUDHURI, M.A. (CANTAB), BAR-AT-LAW. (ASHER & CO., CALCUTTA). Pp. vii + 226. Price Rs. 2-8-0.

The author explains at the beginning what 'politics' should be taken to mean. The word has a wide significance and applies to all aspects of the social life. So we have in this book an elucidation of Rabindranath Tagore's opinions on subjects like the British Government in India, the

Hindu-Moslem question, educational ideals, the relation of man and woman and so on. The author has no doubt brought much industry for his work and readers will find his book convenient for reference to know what Tagore's attitude is to any problem of India. But we are not certain if Tagore, the poet that he is, should be made to yield any 'political philosophy' as such. Yet Tagore is so keenly interested in all human matters that he has expressed views on most subjects. We wish the author of this book had a more polished style at his command than he shows. He is particularly guilty of not using the definite article where it is required, as even in the title of the book.

GREAT AND GREATER BRITAIN, BY E. D. LABORDE. (CAMBRIDGE UNIVERSITY PRESS, 1930). Pp. xii & 170. Price 2s. 8d.

This book is the fourth of the *Cambridge School Geographies* series and gives a readable account of the geography of the British Empire. The physical characteristics of each region and the reaction of man to his environment are the main elements of treatment; besides are included bits of typical local scenery, natural economic products and bits of imperial history. India occupies only a minor place in the treatment and even the latest additions to the Empire like Iraq come in for some notice. Maps and illustrations are good; and there is a preliminary explanation of how a world-map is made, as well as of the sea ways of the Empire. At the end there are exhaustive questions referring to each chapter.

THE KARNATAK HISTORICAL REVIEW.

We have great pleasure in welcoming this latest addition to the circle of historical journals in our land. It is issued by the Karnatak Historical Research Society of Dharwar, which has, among its objects, the aim of collecting material for a comprehensive history of the Karnataka country and publishing a journal of historical research and reports and books, wherever possible. The con-

tents are attractive in the first number of the journal which has been sent to us; among the articles of interest are the attempt to fix the date of the installation of the Gommat Colossus at Sravana Belgola; the fixing of the identity of Tripurvata with Halebid in the Belur taluk of Hassan district, the old name falling into disuse when the Hoysalas established their capital at the place; the determining of the author of the *Gadayuddha* by an elaborate process of examination. A section on epigraphic records devotes itself to the examination of several inscriptions at Haveri, whose neighbourhood is rich in Kadamba inscriptions. There are also contributions on Jainism in Karnataka and on the administrative system of the Chalukya empire, besides a note on hero-stones and their value to Kannada literature. The Association of such well-known scholars like the Rev. H. Heras, S.J., Arthasastra Visarada R. Shama Sastri, and V. B. Alur, gives additional value to the Journal.

—
THE ANNALS OF THE BHANDARKAR ORIENTAL RESEARCH INSTITUTE, POONA. VOL. XII, PARTS I & II.

As usual the subject-matter of the two parts is rich and varied. Dr. R. Shama Sastri, writing about the forms of government in ancient India, maintains that the evils of despotism were economic, rather than anarchic, and by the time the Agamaic theocratic form of government was established, civil and criminal laws were consolidated and regarded as not being susceptible of change, there being still three forms of restraint to check the autocracy of the kings. Regarding the economic philosophy of the ancient Indians, the same writer would explain that the evils of the accumulation of wealth in a few hands were to be remedied by the religious rites of *Ishita* and the political duties of *Apurta*; and he says how wealth has four kinemen claimants, viz., charity, fire, the king and the thief, while the disregard shown to the eldest of them will enrage the remaining three brothers.

Other articles in the first part discuss the scepticism of Kaṇva, a predecessor of Yaska, the historical data in the drama of *Kaumudi Mahotsava* discovered recently by Mr. Ramakrishna Kavi, and the significance of the initial letter *S* in Sandrocottos. Mr. K. P. Jayaswal who writes on the drama of *Kaumudi Mahotsava*, identifies Chandasena of the play with Chandragupta I, and declares that he was of a low origin, being a Karaskara and therefore fit to be regarded as the earliest Sivaji of the land.

In the second part, Dr. D. R. Bhandarkar traces Aryan immigration into Eastern India as indicated in the various strata of Vedic literature and tries to prove that the extreme provinces of Eastern India were Aryanised, but not Brahmanised, by the time of Baudhayana; and South Bihar and Bengal were Brahmanised only about the 3rd century A. D. The next paper discusses the nationality of the Gujars and tries to refute the theory of Mr. O. V. Vaidya as to their indigenous origin. Yet another essay gives some additional notes on the foreign elements in the Hindu population and gives an example where the Kushanas were described as a section of the solar race. Dr. B. C. Law discusses the chronology of the Pali Canon which came to be finally closed in the last quarter of the 1st century B. C. There are other articles of philological and literary and grammatical interest as usual.

—
PLANE TRIGONOMETRY, (BEING PART II OF PROGRESSIVE TRIGONOMETRY, BY FREDERICK G. W. BROWN. (MACMILLAN & CO., LTD., 1930). Price 4s.

Though written as supplementary to Part I of Progressive Trigonometry, this book is complete in itself. Before proving the constancy of trigonometrical ratios, the author proves the necessary geometrical theorem on similar triangles, Limiting values, Approximations and Cartesian co-ordinates are explained and then only the author deals with theorems dependent on them.

Trigonometrical equations are systematically dealt with and geometrical proofs are given wherever possible. Distances between special points of a triangle and properties of quadrilaterals are more thoroughly and systematically dealt with than in most text-books of the same standard. Some of the more difficult properties of quadrilaterals, usually given as exercises are dealt with as theorems. Some interesting theorems in Modern Geometry "are developed in short series of exercises" with necessary hints for solutions and interesting historical facts.

A welcome feature of the book is the historical matter contained in it. Such references give a human touch to the subject and thereby arouse the interest of the pupil. The first chapter is devoted to a historical introduction to the subject and throughout the text interesting historical notes and portraits are scattered. Further, the origin and root meaning of technical terms are given. This feature of the book is bound to excite pupils' interest in the subject and it will be a help to the average teacher in arousing the interest of his pupils.

Another deviation in the right direction is the space devoted to instruments used in the practical determination of heights and distances. This is a very necessary and important thing which most text-book writers overlook. It is not uncommon that students work out the most difficult questions in heights and distances without knowing how to measure even an angle of elevation. This book will rectify this defect.

A regular polygon is defined as one which has its sides equal. For a quadrilateral in which a circle can be inscribed, it is proved that $a+c=b+d$ is a necessary condition, and without further proof, the author concludes that the condition is sufficient. Another feature which a school boy will not like is the occasional use of double signs in some formulæ.

Following all text-book writers, the author states $\tan 90^\circ = +\infty$. But it will be an interesting thing to the pupil if authors point out that $\tan \theta$ tends to $+\infty$ or $-\infty$ according as θ tends to 90° from the right or to the left, and hence that $\tan 90^\circ$ is indeterminate.

Questions are copious and of varying interest and difficulty. For some theorems, several proofs are given.

The printing and binding are good.

—
STORIES FROM ANDHRA HISTORY (TELUGU), BY M. VENKATARANGAIYA, M. A., (LONGMANS, GREEN & CO., LTD.) Price 6 as.

Written in simple Telugu and neat style, the author of this book has attempted to impress on the mind of the young readers what a glorious past the Andhradesa had witnessed. The subject-matter has been carefully selected with the help of material, both epigraphical and literary, and it is gratifying to note that no aspect of Andhra life and culture had been omitted. The book is bound to be read with interest by all concerned.

—
JOURNAL OF THE ANDHRA HISTORICAL RESEARCH SOCIETY. VOL. V, PART 3.

The January number of this journal is as usual very interesting reading. It leads with a learned article on the Recherla family by Mr. M. Rama Rao. The well-known Pondicherry scholar, Prof. G. Jouveau Dubriou, comes next with a list of villages in the East Godavari district where Buddhist antiquities can be discovered, the object of this paper being to stimulate archaeological researches in the district. Mr. R. Subba Rao's articles on the Yanadis and the Eastern Gangas are full of value to students of South Indian History. Other articles of considerable literary and historical importance are 'The identity of Suresvara' by Mr. M. Ramakrishna Kavi, 'Studies in Vijayanagar Polity' by Mr. K. Iswar Dutt, and 'Indrabhattaraka and Ganga Era' by Mr. M. S. Sarma. We are glad that this Journal of Andhra Research continues to maintain its usual level of excellence.

—
MUGHAL BIBLIOGRAPHY.

Messrs. D. B. Taraporevala, Sons and Co. are to publish shortly an annotated bibliography of books and manuscripts relating to the Mughals in India, on Art, Science, Biography, History, Geography, Travel, Literature, Philosophy, Religion, Economics, Sport, etc., etc., which is now being prepared and which will be published early next year. Every effort is made to make the bibliography as complete as possible. Authors desirous of having their works included in the bibliography are requested to send particulars of their books or magazine articles to the Editor of the "Indian Literary Review," 190, Hornby Road, Bombay, as early as possible. The full title, author's name, number of pages and illustrations should be clearly mentioned. If possible, a very short summary of the contents also should be given. If any persons or institutions happen to have any unique manuscript, full particulars of the same should be given.

MADRAS UNIVERSITY LIBRARY.

LATEST ADDITIONS.

B. Mathematics.

- Leibniz : Gesammelte Werke, 7 v.
 Landau : Grundlagen der analysis.
 Burali-Forti : Analisi Vettoriale.
 Rietz : Mathematischen Statistik.
 Bieberbach : Theorie der diff. gl. gleich.
 Rogosinski : Fouriersche Reihen.
 Hurwitz : Allgemeine funktionen theorie.
 Bieberbach : Analytische Geometrie.
 Loria : Curve plano.
 Kepler : Astronomi opera omnia.
 Aryabhata : The Aryabhatiya.
 Gambioli : Storia della matematiche.
 Humbert : Cœuvres.
 Levy : Cours D' Analyse.
 Janet : d'equations aux derivees partielles.
 Picard : Problemes aux limites de la theorie des Equations Differentielles.
 Bonnesen : Les problemes des Isoperimetres et des Isoperiphanes.
 Fano : Geometria Analitica Proiettiva.
 Comessatti : Lezioni di Geometria analitica.
 Julia : Principes Geometriques D'Analyse.
 Autolykos : Rotierende Kugel
 Bolzano : Schriffton.
 Dubourdien : Reseaux de Courbes et de surfaces.
 Schöbe : Funkt. theorie in nichtarchimedisch.
 Congresso Internazionale Dei Matematici : Atti del Congresso Internazionale.
 Vogel : Agyptischen Arithmetik.
 Wermeister : Praktisches Zahl enrechnen.
 Matheson : Elementary theory of finite groups.
 Lorentz : Differential und integral rechnung.
 Spiess : Leonard Euler.
 Commentationes : in honorem ernesti leonardi lindelof.
 Wiman : Opuscula Mathematica.
 Osgood : Lohrbuch der Funktionen theori, B.1.
 Hessenberg : Grundlagen der Geometric.
 ——— : Vorlesungen ubor darstellendo Geometrie.
 Levi : Geometrische Konfigurationen.
 Johnson : Modern Geometry.
 Wieleitner : Algebraische Kurven, T. 1.
 Schilling : Projektive und Nichtenklidische Geometrie, 2 Bds.
 Vitali : Geometria nello spazio hilbertiano.

C. Physics.

- Lorentz : Lectures on Theoretical Physics, v. 3.
 De Broglie : Ondes et Mouvements.

D. Engineering.

- Sass : Kompressorlose Dieselmachines.

Thiemann : Fahrzeug-Dieselmotoren.

E. Chemistry.

- Bloch : Ionisation et Resonance des gaz et des vapours.

J. Agriculture.

- Glinka : The Great soil groups of the world.
 Hutchinson : Indigenous Fertilizers in India.

L. Medicine.

- Damodar Sathabalekar : Surya Bhedana Vyayama.

M. Useful Arts.

- Krishnacharya : Navya paka paddhati.
 Brown : Poultry.

N. Fine Arts.

- Ball : Decorative motives of oriental art.
 Whitley : Artists and their friends in England.
 Richter : The Sculpture.
 Emanuel : Etching and etchings.
 Aravamuthan : Portrait Sculpture in S. India.
 Pryce : Cat. of Sculpture.
 Mehta : Gujarati painting in the 5th cen.
 Ledoux : The Art of Japan.
 Duveen : Thirty Years of British Art.
 Whitley : Art in England, 1800-1820.
 ——— : Art in England, 1821-1837.
 Commemorative Catalogue of the Exhibition of Dutch Art (1450—1900).
 Armfield : A manual of Tempera-Painting.
 Arnold : Painting in Islam.

O. Literature.

- Sidney : Defence of Poesie.
 Cruse : The Englishman and his books in the early nineteenth century.
 Saurat : Milton et le materialisme chretien en Angleterre.
 Korteling : Mysticism in Blake and Wordsworth.
 Popma : Byron en het Byronisme in de Nederlandsche Letterkunde.
 Orsini : La Poesia di Alfred Tennyson.
 Morris : The collected works, 24 vols.
 Lafourcade : La Jeunesse de Swinburne (1837-1867). t. 1 & 2.
 Petzold : John Davidson.
 Untermeyer : Modern British Poetry.
 Universities, Michigan, Language and Literature Publications, v. 1.
 Shakespeare : Much Ado About Nothing ; The Tragedie of Coriolanus.

JULY 1931.]

MADRAS UNIVERSITY LIBRARY.

515

Stephens : Collected Poems.

- Shakespeare : The Tragedie of Coriolanus.
 Anderson : Elizabethan Psychology and Shakespeare's plays.
 Dryden : Of Dramatick poesie.
 Boyer : The Villain as Hero in Elizabethan Tragedy.
 Johnson : Novelists on Novels.
 Straus : Charles Dickens.
 Lemonnier : Les Traducteurs d'Edgar Poe en France.
 Zachrisson : Thomas Hardy.
 Homage a Thomas Hardy.
 Thoreau : The Moon.
 Perdeck : Theology in Augustan Literature.
 Rickword : Scrutinies.
 Needham : Le Development de L'Esthetique Sociologique en France et en Angleterre au 19th.
 Acharya Sarma : Sahitya Sara
 Hertel : Die Methode der arischen forschung.
 Mir Intizam Ali : Diwan-Ali-Pahersari.
 Krishna Rao : Pranaya Gitagalu.
 Taliru, by various authors.
 Guru-Basava : Manovijaya.
 Puttappa : Kelilu.
 Hanumanthagowd : Venupuriya Vartaka.
 Varavani Raj : Rao : Parandara dasaru.
 Bharati : Tapaswini.
 Devudu Narasimha Sastri : Mayura.
 Venkatadri Sastri : Vijayamale.
 Dattaraya : Nannadu Y : Kannada Nadu.
 Srinivasa : Manjula.
 Bremond : Prayer and Poetry.
 Shadwell : Complete Works, 5 v.
 Stapleton : The Life of Sir Thomas More.
 Cicero : The Orations against Catilina.
 Horace : The Satires.
 Seneca : Select letters.
 Van Bellen : Les Origines du Melodramme.
 Aristophanes : The Clouds.
 Homer : Iliad, Odyssey.
 Morice : Stories in Attic Greek.
 Sophocles : The Ajax.
 Johnson : Selections from the Mahabharata.
 Omarkhayyam : Rubaiyat.

P. Philology.

- Williams : Plain Prose.
 Bradley : Aids to writing Latin prose.
 Sidgwick : Introd. to Greek prose composition.
 Zwaardemaker : Leerboek der fonetiek.
 Chandler : Addison, etc.
 Flom : Old English Grammar and Reader.
 Roth : Vowel Tonality.
 Russell : The Vowel.
 Crusius : Greek and English Lexicon for Homer.
 Hillard : Elementary Greek exercises.

Q. Religion.

- Anantadeva : Samskara Kaustubha.
 Sesha Kavi : Sri Bhagavad Gita.
 Windisch : Wolf Hymnen des Rig veda.
 Krishnacharya : Scutismriti Dhamapaddhati ; Deerghayus-sutra.
 Burnouf : Bhagavata Purana.
 Subrahmanya Sastri : Karnataka Skanda Maha Purana.
 Satish Chandra : Kali Tantram.
 Rolle : The Amending of Life.

R. Philosophy.

- Kulakarni Narayana Rao : Vikasa Vada.
 Raghavendracharya : Bharateeya tattva sastra sangraha.
 Seshadri Sarma : Bharata Dharma, 2 v.
 Gunda Sastri : Vasishta Ramayanam, 4 v.
 Manavala Mamuni : Sri Vachana Saram.
 Bodgener : The Life of the Spirit in the Modern Man.

S. Psychology.

- Pitkin : The psychology of Achievement.
 Alexander : The Psycho-analysis of the Total Personality.

T. Teaching.

- Cofer : The English word-book.

U. Geography.

- Methwold : Relations of Golconda in the early 17th Cen.
 Kiesel : Passing through Germany.

V. History.

- Gopilaswami Aiyengar : The Indian Constitution.
 Gindbi : Satyasodhana, 4 Parts.
 Venkatesa Bhimarao Alur : Karnataka Vira Ratnagalu.
 Iramati : Gujarathada Itihasa ; Sourashttra.
 Chambers : The Greek war of Independence.
 Bartram : Cæsar's Gallic War.
 Taciti : Annalium.
 Faust : The German element in the United states.
 Chandrasekhara Sarma : Abraham Lincoln.
 Thwing : American Society.

W. Politics.

- Bhagavan Das : Who should be legislators ?
 Bharadwaja : Jagattina Swatantraya Sangrama.
 Demosthenes : Speech on the Crown.
 Jamakhadi : Hindustanada Rajyapaddhati.
 Stein : Megasthenes und Kautilya.

MADRAS UNIVERSITY LIBRARY : The number of readers and the number of books issued during the month of May 1931 were 4,406 and 10,234 respectively. The corresponding figures for the last year were 3,496 and 7,415.

SENATE HOUSE, } S. R. RANGANATHAN,
 TRIPLICANE, }
 31st May 1931, } Librarian.

CONNEMARA PUBLIC LIBRARY. LATEST ADDITIONS.

- Baker : Birds, Vol. VIII (Second Edition). (Fauna of British India).
 — : The Game-Birds of India, Burma and Ceylon.
 Bendann : Death Customs.
 Bhagavan Das : The Dawn of another Renaissance.
 — : The Ethico-Psychological Crux in Political Science and Art.
 Britton : Hydrogen Ions.
 Calverton & Schmalhausen (Edrs.) : The New Generation.
 Chakkarai : J-sus the Avatar.
 Chambers : William Shakespeare.
 Lobbs : Fool Values in Practice.
 Keith : Elements of the Law of Contracts.
 Noyes : The Torch-Bearers, Vol. III, The Last Voyage.
 Plimmer & Plimmer : Food, Health, Vitamins.
 Powys : The English Parish Church.
 Thorndike : Education (a first book).
 Wigmore : A Panorama of the World's Legal Systems.
 Williamson : The Evolution of England.
 Winckworth : Mollusca from Pulicat Lake.
 — : On the Growth of Paphia undulata (Veneridae).
 Barbuse : One Look at Russia.
 Blake : Poems.
 Bridges : Recollections and his work on the English language by Smith and Daryush.
 Burbidge : Woodwork.
 Burgess : The Navagraha or nine planets, and their names.
 — : The Transliteration of Oriental Alphabets.
 Davison : Our Pre-historic Ancestors.
 Birz'g : The Fight for Financial Supremacy.
 Flexner : Universities—American, English, German.
 Gesell : The Guidance of Mental Growth in Infant and Child.
 Grierson : Essays and Studies by members of the English Association, Vol. XVI.
 Harris : London and its Government.
 Joseph : Some Problems in Ethics.
 Perry : The Origin of Magic and Religion.
 Ramaswami Sastri : The Bomb Shell of To-day.
 Rice : Life of Sayaji Rao III, Maharajah of Baroda, Vols. I & II.
 Ross : The Persians.
 Scheffer : Habits and Economic Status of Pocket Gophers.
 Singer : A Short History of Biology.
 Snow and Frechlich : A Hundred Things a Girl can make.
 Swift : The Psychology of Youth.
 MacDonagh : The English King.
 Plato : Republic.
- Abhinava Kalidasa : Nanjarajayasobhusana.
 Dhruva, (Edr.) : The Nyayapravasa, Part I.
 Freud : Totem and Taboo.
 Hoover : The Economic Life of Soviet Russia.
 Ali Muhammad Khan : Mirat-i-Ahmadl Supplement (Persian Text).
 Benjamin : Better Sight without glasses.
 Buxton : The peoples of Asia.
 Firth : Primitive Economics of the New Zealand Maori.
 Henry : Coloured Plates of the Birds of Ceylon with a short description of each bird, by Wait (W.E.). Part III.
 Holmes : Life and Evolution.
 Keith : Ethnos or the Problem of Race considered from a new point of view.
 Mills : The Ao Nagas.
 Smith : Myths and Legends of the Australian Aborigines.
 Virupaksha Sastry : Prathyaksha Chamatkara or Vidyamahodadhi, Vol. I.
 Webster : History of Mankind.
 Whitlock : Elementary Applied Aerodynamics.
 Brock : The Simon Report on India: an abridgment.
 Banerji (Paresb) : Handbook of Snake-bite.
 Canfield : Plays of the Irish Renaissance, 1880—1930.
 Crompton : The Tariff.
 Davis : The Teacher's Relationships.
 Gates : Interest and Ability in Reading.
 Geneva Institute of International Relations—Problems of Peace.
 Hall : Critical Comments on Mammals from Utah.
 Hughes : London at Home.
 Jeans : The Stars in their courses.
 McKown : Assembly and Auditorium Activities.
 Meek : Further Note on Bipinnaria astorigern from the Northumberland Plankton.
 Mosely : A National Policy.
 Muhammad Nazim : The Life and Times of Sultan Mahmud of Ghazni.
 Raj : Sir R. Venkatratnam : his life and teachings.
 Sarat Chandra Roy : The Mundas and their country.
 Silverman : Taxation.
 Smith : The Ancient Egyptians and the origin of civilization.
 Sukthankar : The Mahabharata : Adiparva Fascicule 5
 Thomas and others : Anthropological Essays.
 Tothill : The Coconut Moth in Fiji.
 Wilson : Loyalties Mesopotamia (1914-1917).
 Yahya Ibn Sibak : Dastur-i-Ushahaq - "The Book of Lovers."

R. JANARDHANAM,
Librarian.

PUBLISHERS' NOTICE.

All literary contributions, books for review, newspapers, or magazines, sent in exchange, &c., should be addressed to the Editor, No 190, Mount Road, Madras. Articles and communications intended for publication in the succeeding issue should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest. Stamps should accompany the MS., if the writer wishes it returned, in case of non-acceptance. The Editor can in no case hold himself responsible for accidental loss.

All remittances and communications regarding advertisements, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW, Office, No. 190, Mount Road, Madras.

The Publishers request that Subscribers to the EDUCATIONAL REVIEW, who do not receive the REVIEW in time, will kindly bring the fact to their notice immediately.

THE EDUCATIONAL REVIEW.

The Damocles' sword of retrenchment is hanging before all the departments of Government. Education must suffer along with other branches of public service. But we hope that far-sighted statesmanship may inspire those who are to bring about the details of curtailment in public expenditure.

In the first place we disapprove emphatically of extravagance in public expenditure. Whether in the providing of buildings and equipment for public institutions or in the granting of allowances to officials, it should be the duty of the Government to practise the strictest economy. We know we have never too much money available for such undoubtedly beneficent things like schools and hospitals or for roads which help to bring relief to the remotest villages. All the time, however, it is commonly observed that enormous sums are spent on items of clear luxury. The officials of the highest grades receive increasing allowances in addition to

their originally large salaries. Nothing is more absurd than a "duty allowance." Is the original salary only a retainer? The travelling allowances are again allowed on an extravagant scale in the case of the bigger officials. The cuts made in a season of financial stringency like the present one should seem to mark out clearly what in the opinion of the heads of administration are dispensable, leaving untouched the things that are considered indispensable.

As far as the Educational Department in this province is concerned, we can easily see the reasonable line by which retrenchment may proceed. In this matter, the authorities should retain the right conscience so as not to aggravate the tyrannies, which it is common knowledge, have been allowed to continue for some time in the past. The members of the subordinate service have groaned under various wrongs; their claims to promotion to the higher services have been repeatedly smothered by the direct recruitment of men possessing British or

only Indian University degrees. Communal considerations operating in promotions have also caused much distress. We know of at least one set of men, the assistant professors and lecturers of colleges, who have been treated with marked negligence and insult in the niggardly scales of yearly increments given to them. If the present measures of retrenchment lead to make their situation more miserable, we shall have little reason to congratulate the Government on the wisdom of their action.

It is clear that the allowances granted to principals of colleges, ranging from Rs. 150 to Rs. 250 must go. Principals have become in recent years a too indulged class of officials. Was ever a member of the Department so unwilling to take up the principal's duties as to need to be offered the addition in salary of Rs. 150 or more? What is notorious is that, while on one side this additional allowance was voted, on the other side, he was relieved of almost all his teaching work so that he tended to become the idlest teacher on the staff. In the new University organisation by which each principal of a first grade college was given a seat on each of the University bodies, the principals of moffussil colleges have been only nominal members of the staffs, being absent from their station most of the time. The allowances granted to Deputy Directors and District Educational Officers of Madras and Chingleput should go similarly.

It must be the policy of the Government now to get rid of all superannuat-

ed members of the service. A correspondent in the "Hindu" has suggested the abolition of the office of public examinations, especially after the Services Commission has come into existence, doing away with two highly-paid men at the top. The 'Registrar of Books' is of course a superfluity, and the work may be done, with the grant of a small allowance, by some member of the service.

Another move has been to stop the stipends to students undergoing training to become teachers. We quite approve of this, as we believe, that it will lead to increase of dignity to the teaching profession when its members may be recruited without the bait of stipends. But as education is a national concern it may happen that the Government will be right in continuing stipends in the lower grades to some extent so as to secure necessary teachers for our schools.

In the abolition of appointments, it is an inhuman practice to do away with places which carry with them small salaries. The right solution will always be in cutting out some of the bigger appointments. We believe the Government will also resort to cutting down existing salaries by a small percentage. We believe even this should not be done for the subordinate services.

The talk about retrenchment has now been in the air for some months and we know the slow ways of the Government. It will be to the credit of the Government if something which is decided upon is given effect to early.

It is a pity that the newspapers have printed little about the proceedings of this important gathering at Edinbrugh, which had been opened at London first by H. R. H. the Prince of Wales. We know of course that the appearance of the Indian Universities at the gathering has created a considerable impression. We know also of special facilities offered to individual members from India to visit the important University and Educational centres in England. One telegram intimated the special consideration given to the admission of students from India to the European Universities. The Conference thought it desirable that graduates rather than under-graduates should proceed to the foreign Universities. We approve of this, as it will avoid a good deal of waste resulting from incompetent persons seeking fruitlessly a costly education abroad.

We have also heard of the attempt to bring before the Conference the subject of the Indian students receiving fair treatment at the English Universities. We are sure this will receive a satisfactory solution, without much difficulty.

In contemplating the recent Conference of the Empire Universities, we have reason to feel proud of those representatives from this country who received a purely Indian training and who yet have created a profound impression on the great educationists in England. We learn that Principal P. Seshadri has been having a crowded programme visiting

Oxford and all the educational centres. He is also proceeding to America. We have also heard of an invitation extended to America sent to Professor Sir S. Radhakrishnan which he can accept only on a future occasion.

We believe the representatives of Indian Universities in England have now an excellent opportunity to acquire a first-hand knowledge of the working of British Universities. We learn that 7,500 students are undergoing a three-year course for adults, provided by the British Universities. The total number attended to by the Universities is 11,000. The students are whole-time salaried workers who spend their earnings on education. "Economics and Industrial History" is the most popular subject. Literature and Language comes next. We observe that there has been an increasing popularity of economics here in India also. The amount of aid received from the State by the British Universities in 1930 amounted to £1,800,000. We in India must be interested keenly in this fact as there are some critics who take a lofty stand sometimes with regard to Indian Universities and suggest that it is absurd for Universities to expect to be helped financially by the Government. Mr. Arthur Mayhew points out in the columns of the *Hindu* that British Universities are also under State control, though he says, there is no kind of bureaucratic interference. We are obliged to him for some more facts. The sixteen Universities of Great Britain with 44,000 students have a total income of

nearly £5,000,000. Of this 50 per cent. is provided from public funds, 31 from fees and the rest from endowments and subscriptions. The number of persons receiving University education in relation to the population is 1 to 455 in Scotland, 1 to 1,000 in Wales and 1 to 1,150 in England.

Madras has gone ahead of many other parts of the world in its ideas of library organisation. The Librarian of the Madras University

Library has held summer classes to train teachers of colleges and schools in library-keeping and he has also recently published a large volume on the Five Laws of Library Science. The work that has been going on in the continent of Europe has naturally been a source of great inspiration and the book by Mr. S. R. Ranganathan has taken note of the latest work done in the different countries.

We seem however apt to develop our library sense a little too fast. The task of making knowledge popular, to induce its being sought by the masses is extremely difficult, and it has not succeeded much even in highly advanced countries like England. Even to-day in Manchester and Liverpool people resort to libraries only to look into newspapers and gather tips for horse-racing. It seems to be a peculiarly Indian trait—or is it South Indian?—to run an idea to its extreme independent of practical considerations. The only useful work at present in this country must be in the vernacular and in the villages.

An indiscriminate starting of the lending system has invaded all the Madras libraries. With all our enthusiasm for popularising knowledge we should beware of confounding the issues. The lack of a high and accurate degree of scholarship is a special feature of this country, and our libraries should serve to be helpful to remedy this defect. We want badly libraries where one can always be sure of finding the book one wants to refer to. We want the atmosphere of the library of the British Museum to be somewhat reproduced in this country. With such a feeling we own to a feeling of disappointment that the Madras Museum Library—the Connemara Library—has become a lending library.

Newspapers have brought us report of the restoration and the re-opening of the chained library at Hereford Cathedral. We are told there are three collections of chained books in the Manchester district. The name of Humphrey Chetham, “seller of fustian,” is said to have donated most of these collections. Another donor was James Leaver, “citizen of London, 1694.” It must fill us with a thrill of inspiration to know that the first books came to the Manchester library in August 1655, Caxton’s *Chronicles* and books from the Aldine Press being among them. The chests of these chained libraries are now a relic of beautiful art. James Leaver’s name must remain venerable for his help to the school at Bolyton. He has framed rules for a free school at Newport, and among them is the sum of “twenty

shillings yearly allowed to some poor scholars for brushing the dust off the books, sweeping and keeping things clean.” The writer in the *Manchester Guardian* presumes that a similar rule held at Bolton and that is why the library there is so well preserved.

Now and again we must learn to admire the wisdom of the ancients. It is not the easy access of knowledge as the intense desire to learn that helps to increase and spread man’s intellectual acquisitions. Sir Arthur Quiller-Couch pointed out years ago in a delightful essay on the “Commerce of Thought” the zest which drove scholars in olden days over thousands of miles to satisfy their thirst for knowledge.

Time was when learned men were alone considered competent to lay down the programme of educational courses. This idea has been pursued during all these centuries and the tradition has been sought to be broken down only within very recent years and it has perhaps not been very easy to do so. The Madras University altered in 1923 the composition of its controlling bodies so as to admit of representatives of numerous public corporations without any claim to the possession of academic learning, sitting on them. By this democratising process municipalities and district boards have sent their representatives to sit on the Senate of the University, even when such elected persons could lay no claim to have themselves received any kind of University

education. At Bombay the same change was effected only two years ago so as to enable the captains of industry to be closely associated with the management of the University. Speaking recently at the Bombay Rotary Club, Principal Mackenzie, the Vice-Chancellor of the Bombay University, reiterated the familiar maxim that the function of a University was not simply to provide young men with an education that would fit them for lucrative posts, but that it was an essential function of an University to diffuse culture. But Principal Mackenzie was not unaware of the necessity to approximate the University education to the practical needs of the community. He looked forward to provision being made in the Bombay University for the higher scientific studies and to the application of these to actual industrial conditions in India. For the time being, the good lay in the providing of scholarships for young men undertaking higher courses of study in Technology in foreign countries.

The balancing of practical needs with an absolute cultural ideal is a matter to be decided by the needs of each particular locality. There can be no hesitation in stressing the practical needs just at present in India but the tendency is perhaps at an extreme in the West. The Association for Education in Industry and Commerce in England held its Thirteenth Annual Conference recently and two lords took occasion to emphasise the need for the intimate correlation of education with industry. Lord Lever-

hulme, the head of the well-known soap-making firm, said that it was important for the State to see that what a boy or girl was taught in later years had a direct bearing on the work he or she was going to do. His lordship must be given credit for putting the case in a very fresh manner when he said that they had a long way to go before industry could be said to be making the same use of education as were the learned professions and the public services. Lord Eustace Percy pursued the theme further and said in illustration of the principle he wished to stress that the true educational reformer would seek, for instance, to relate native African education to the biological problems of tropical hygiene and tropical agriculture, and he would in precisely the same spirit, seek to relate English education to the problems which faced the engineer, the industrial chemist, the works manager, the trade union organizer and the farmer. The lord said also that the right view would be after all the implication of ap-

prenticeship in olden days that industry must be made an instrument of education for its young recruits. He also pointed out that continuation schools had failed in Germany and in the United States, because they had been created by the State and not by the industries.

We live now in the Ford age and we may not yet clearly foresee the developments that are bound to come in the future. The men to dictate the educational policy of civilized countries in the future are to be the industrial magnates. This may look shocking to those who have been brought up in old world methods of thinking but we should really look at this change with cheerful acquiescence. All human systems can be but experiments and this linking up of education with industry must be a dazzling experiment. It is bound to cure itself when it runs into excess. Meanwhile we must marvel at that long-sightedness of Western industrialists who want to better their industries on specially adapted schemes of national education.

ADENDA.

The Editor regrets that through oversight the following omissions have crept in the article on "Thoughts on Progress and the Unfit" by Mr. N. Seshadri Sarma in our May and June issues :—

- P. 348 1st line after the word "what" insert "does he want."
- p. 348 32nd line after "their" insert "environment and such other external factors that so greatly mould their"
- p. 352 30th line after "paths" insert "of greatness or Progress"
- p. 387 26th line after "work" insert "but determine and strive daily to do a great piece of work."

An extraordinarily *alive* series. **NEW ENGLISH GRAMMAR SERIES**

BY

P. C. WREN, M.A., I. E. S.

 Written on modern lines, this new series supplies a *graded* course of English Grammar in four books. It treats Grammar as a helpmate to Composition, and presents each grammatical topic in a practical, fresh, and interesting setting.

1. **THE SIMPLER PARTS OF SPEECH**, with Exercises in Composition. Price, As. 8.

This is an introductory and preliminary book of Grammar and Composition for beginners. It contains about 2000 *everyday sentences upon everyday subjects*. The drill sentences form a special feature of the book and are designed to be used assiduously for cultivating the pupil's power of expression in simple English.

2. **A SIMPLE ENGLISH GRAMMAR ON MODERN LINES**, with 143 Exercises in Grammar and Composition. Price, As. 12.

This is an elementary text-book of practical English Grammar for Middle School classes.

It contains abundant illustrative examples upon which the teaching of Grammar is based, and numerous exercises which give the beginners constant practice in the application of what they have learnt.

Thus lessons in Grammar are made intelligible, interesting, and living, so as to make them of practical use in the study of English.

3. **ELEMENTARY GRAMMAR ON MODERN LINES**. Price, Re. 1-2.

Everything is taught *by example*, and treated in a *simple* and *practical* way. Grammar is not divorced from Composition, but both the subjects are treated as parts of an inseparable whole. A large number of *practical exercises* is another special feature of the book. Most of them are framed with a view to provide material for *oral composition* and to drill the pupils in *correct usage*. The whole book is carefully-graded and planned as a *progressive course* for all the Middle-School classes.

4. **HIGH SCHOOL ENGLISH GRAMMAR**. Price, Rs. 2.

This is a working class-book of modern English Grammar and Usage for High School classes. It provides side by side a practical course in English Composition. The Exercises for practice are numerous, varied, carefully-graded, and of a practical character.

COOPER, Publishers, BOMBAY.

MACMILLAN & Co.'s PUBLICATIONS ON HYGIENE.

Food. By COLONEL ROBERT MCCARRISON, C.I.E., M.D., D.Sc., LL.D., F.R.C.P., I. M. S., Director of Nutritional Research, Pasteur Institute, Coonoor. As. 12.

A Text-Book of Hygiene. By Dr. C. RAMAMURTI, B.A., M.B.B.S., B.S.S.C., Medical College, Vizagapatam. As. 12.

Also in Tamil. As. 10.

„ Telugu. „ 12.

Malayalam and Kanarese editions are in preparation.

A Health Reader for Madras. By P. C. WREN. As. 12.

Manual of Hygiene. Illustrated. By CHARLES BANKS, M.D. For use in India. Re. 1-8-0.

A Health Story Reader. By E. MARSDEN, B.A., Illustrated. As. 10.

The Land of Health and The Land of Wealth. By E. MARSDEN, B.A., A New Health Story Reader, illustrated. Re. 1.

A First Book of Physiology and Hygiene. Illustrated. By G. D. CATHCART. Re. 1-11-6.

A Health Reader. By C. E. SHELLEY, M.D., M.R.C.P., and E. STENHOUSE, B.Sc., A. R. C. SC. Illustrated. Book I. Re. 1-6-0. Book II. Re. 1-9-0. Book III. Re. 1-11-6.

A Health Reader for Indian High Schools. By P. C. WREN, M.A. Re. 1.

A Primer of Hygiene. By E. S. REYNOLDS, M.D. Re. 1-3-6.

Hygiene for Beginners. By E. S. REYNOLDS, M.D. Rs. 2-1-0.

MACMILLAN & CO., LTD.,
MADRAS, BOMBAY, CALCUTTA & LONDON.

MACMILLAN & Co.'s PUBLICATIONS.

READERS FOR MORAL TRAINING.

A Primer of Hinduism. By Prof. D. S. SARMA, M.A., Professor of English, Presidency College, Madras. Re. 1.

Plain Words on Duty and Conduct. For Boys and Girls at School. As. 3.
(E. J. Arnold & Son, Ltd.)

Character, Courtesy, Cleanliness. Being Helpful Hints for Young People. By Mrs J. E. HARRISON As. 4
(E. J. Arnold & Son, Ltd.)

Courtesy. A Reader for Older Boys and Girls. By H. E. NORTON. Illustrated. Re. 1-3-6.

100 True Tales for My Children. Especially suitable for Moral Instruction Lessons. As. 5.
(E. J. Arnold & Son, Ltd.)

Alcohol and Life. A Manual of Scientific Temperance Teaching for Schools. By J. A. HUNTER. Complete. Rs. 1-0-6 or in Three Parts. As 5½ each.

Light for Life. By Sir NARAYAN G. CHANDAVARKAR, Kt. B.A., LL.D. Part I. As. 12. Part II. As. 8.

The Children's Bible. Re. 1.

The Little Children's Bible. As. 8.

Kathakopanishad. By D. VENKATRAMAIAH, B.A., L.T., Retired Inspector of Schools, Bangalore. Rs. 2-4-0.

MACMILLAN & CO., LTD.
MADRAS, BOMBAY, CALCUTTA & LONDON.

MACMILLAN & CO.'S PUBLICATIONS.

BOTANY.

Introduction to Tropical Botany. By M. J. LE GOC, O.M.I., PH.D. (ROME), M.A. (Cantab), B.Sc. (Lond.). Re. 1-4-0.

First Book of Indian Botany. By DANIEL OLIVER, L.D.D. With numerous illustrations. Rs. 5-2-6.

Botany for Secondary Schools in India. By Diwan Bahadur K. RANGACHARIAR, M.A., L.T. As. 12.

A Primer of Botany. By Diwan Bahadur K. RANGACHARIAR, M.A., L.T. Tamil As. 8. Telugu As. 8.

A Text-Book of Elementary Botany. By Diwan Bahadur K. RANGACHARIAR, M.A., L.T. Tamil As. 12. Telugu As. 12.

Plant Studies for Rural Schools. By Diwan Bahadur K. RANGACHARIAR, M.A., L.T. Tamil Part I. As. 5-6. Part II. As. 6.

A Practical Note-Book of Tropical Botany. By A. H. SUNDAR RAMAN, M.A. Re. 1-4-0.

AGRICULTURE.

First Book on Agriculture. Illustrated. By CHARLES BENSON, M.R.A.C. As. 12.

Lessons on Indian Agriculture. By D. CLOUSTON, M.A., B.Sc., C.I.E. Rs. 2-6-6.

A Reader for Agriculturists. By D. CLOUSTON, M.A., B.Sc., C.I.E. As. 4.

MACMILLAN & CO., LTD.

(Incorporated in England)

MADRAS, BOMBAY, CALCUTTA & LONDON.

POPULAR COMMERCIAL TEXT-BOOKS

BOOK-KEEPING AND ACCOUNTS

With numerous Exercises and Select Examination Papers.—A Standard Work for the use of Schools and Classes preparing for Public Examinations in the subject and for the use of Accountants and Book-keepers in Business offices

by the late RAO SAHIB S. VAIDYANATHA AYYAR,
Headmaster, Government School of Commerce, Calicut.

Approved as a Suitable Text-book (Fort St. George Gazette, Oct. 21, 1913.)

Officially recommended for reference by the Commissioner for Govt. Examinations, Madras.

Fifth Edition, Price: Rs. 3-8-0.

By the same author.

A TEXT-BOOK OF TYPE-WRITING.

(Recommended by the Director of Public Instruction as a Text-book for the Government Technical Examinations in Type-writing.)

Seventh Edition—Price: Rs. 3-8-0.

By the same author.

COMMERCIAL PRACTICE (THEORY AND PRACTICE OF COMMERCE)

Including a knowledge of Business Methods & Correspondence

for use in Secondary Schools for the Public Examination for School-Leaving Certificate and for the Govt. Technical Lower Grade Examination in the subject

Officially recommended for class use by the Commissioner for Govt. Examinations, Madras.

Approved as a suitable Text-book.

5th Edition, Price: Rs. 3-8-0.

(Fort St. George Gazette, 4th June 1912, page 371).

Officially recommended as a Text-book for the Junior Grade Examination in Law and Practice of Commerce for the Mysore Commercial Examinations, vide Notification No. D 6855-57 Edn. 374-29-2, dated 18-12-29

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS

COMMERCIAL BOOKS

BY

T. V. SUBRAMANIA AIYAR,
Commercial Instructor, Govt. Muhammadan College, Madras.

COMMERCIAL CORRESPONDENCE

*Prepared in accordance with the Syllabus in the subject
for the Madras Secondary School-Leaving Certificate Examination
and*

the Madras Government Technical Examinations

D. Crown 16mo. 180 pages. Price Re. 1-8-0.
Approved as a suitable Text-book for School use.
(Fort St. George Gazette, 24th July 1923, page 671).

GRADUATED EXERCISES IN TYPE-WRITING

Useful for both Touch and Sight Methods

Demy 8vo. 240 pages. PRICE Re. 1-8-0.

BOOK-KEEPING FOR BEGINNERS.

Over 400 pages—bound in cloth. Price Rs. 2.

Approved as a Text-Book suitable for school use and Libraries.
vide Fort Saint George Gazette, Part I-B p. 511, dated 22-12-'25

COMMERCIAL ARITHMETIC

FOR SECONDARY AND COMMERCIAL SCHOOLS

Prepared in accordance with the S. S. L. C. Syllabus

D. Cr. about 200 pages. Price Re. 1-4-0.

Approved as a Text-Book suitable for School use,
vide Fort St. George Gazette, Part I-B, p. 547, dated 1-11-1927.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

SPORTS AND GAMES

Beware of Gilded Advertisements!

Go to SHARMAN'S
the Popular Sports House

SPECIALISTS IN:—

TENNIS, CRICKET, FOOTBALL AND HOCKEY GOODS.

SOLE AGENTS FOR

HARRY LEE'S TENNIS RACKETS.

Pay a visit to our Show Room:—

SHARMAN & Co.

(MADRAS SPORTS WORKS)

Wallajah Road, Madras.

**SCIENCE BOOKS**

By Mr. P. LAKSHMI NARASU NAIDU, B.A.

Professor of Physical Science, Pachaiyappa's College, Madras.

- (1) **Intermediate Physics.** Prepared in accordance with the University Syllabus. Demy 8vo. 647 pp. with 840 diagrams and an Elaborate Index. Rs. 4.
- (2) **Intermediate Chemistry.** Prepared in accordance with the new Regulations of the Indian Universities. Demy 8vo. 550 pp. with 244 diagrams and an Elaborate Index. Rs. 3-8-0.
- (3) **Lessons in Elementary Physics.** Prepared in accordance with the Syllabuses of the Matriculation and the School Final Examinations. Second edition. Crown 8vo. 550 pp. with copious illustrations. Re. 1-4-0.
- (4) **Lessons in Elementary Chemistry.** Prepared according to the Syllabuses of the Matriculation and the School Final Examinations. Second edition. Crown 8vo. 329 pp. with copious illustrations. Rs. 12.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS

"THE CHILDREN'S NEWS"

An Illustrated English-Hindi Monthly for Boys and Girls, claims to provide for your sons and daughters everything that they should read.

It keeps boys and girls busy and happy, doing things they naturally love. It is intensely interesting to young folks between the ages of 12 to 16. They love it, they cry for it, and from the moment it reaches their hands, they are busy and happy, reading the fascinating, worth-while stories, games, health hints, tit-bits, sisters' page, world's heroes, hobbies news and notes, articles on brotherhood, patriotism, unselfishness, solving of puzzles and problems, questions and answers and score of other delightful and purposeful things that each number contains.

In June, its Special Girls' Number excels all the other issues.

ANNUAL SUBSCRIPTION RS. 2 ONLY

Get specimen copies free, if you have not got them, and enlist yourself as subscribers.

Editors: SHRIMATI ARUNA ASIT

SJT. R. RAMAN.

APPLY TO: THE MANAGER,

"THE CHILDREN'S NEWS."

Egerton Road, DELHI.

USEFUL ENGLISH TEXT-BOOKS :

A HIGH SCHOOL MANUAL OF ENGLISH

By N. G. WELINKAR, M.A., LL.B.

Senior Professor of English, Osmania University College, Hyderabad (Deccan).

Honorary Fellow of the University of Bombay; formerly Principal, Dyal Singh College, Lahore

Second Edition of A PRACTICAL MANUAL OF ENGLISH,

Revised and largely re-written in co-operation with

S. R. KIRKPATRICK, B.A.

Headmaster, Government High School, Gulbarga.

2nd Edition—Entirely Revised.

Approved for school use (vide Fort St. George Gazette, Part I-B, dated 19-5-1925)

Price: Re. 1-8-0.

CLASS EXERCISES IN ENGLISH COMPOSITION

WITH AN INTRODUCTION

COMPILED BY

S. R. KIRKPATRICK, B.A.,

Headmaster, Govt. High School, Gulbarga.

(Double Crown 16mo. about 190 pages). Price, 14 as.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

BOOKS

By CORRIE GORDON, Ed.B. (Edin.)

Associate of the Froebel International Union, London; Specialist in Child Education;

President of the Association of Child Nature and Education of India; and

Lecturer, Teachers' College, Saidapet.

Recommended by the Academic Council of the University of Madras
as suitable for students taking the L. T. Degree Examination.

CHILD NATURE AND EDUCATION

AN INTRODUCTION TO CHILD STUDY

Crown 8vo. 200 pp. Price—Rs. 2.

ESSAYS ON THE CHILD AND HIS EDUCATION

Crown 8vo. 120 pp. Price Re. 1-8.

'FROM A KINDERGARTEN WINDOW',

ESSAYS ON EDUCATIONAL SUBJECTS

FOR

TEACHERS AND STUDENTS

Fcap. 8vo. 180 pages. Price Re. 1-8-0.

REVIEWS AND PAPERS—EDUCATIONAL AND LITERARY

By GERALDINE HODGSON, B.A.

Trinity College, Dublin;

sometime Cobden Scholar of Newnham College, Cambridge.

Cr. 8vo. 310 pp. Rs. 2.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.
XXXVII—c

No Educated Home should go without

"THE SCHOLAR"

(A Monthly Journal devoted to Literature,
Science and Art)

The only Journal of its kind in India

Recommended by Eminent Educationists, District Educational Officers

and Presidents of District Boards for use in

Colleges and Schools.

Annual Subscription Rs. 3.

Single Copy As. 4.

The 'Scholar' needs and deserves your support.

Apply to the Manager,

THE 'SCHOLAR,' Palghat.

Have you heard the Echo of tributes paid to the resuscitated

"HINDUSTAN REVIEW"

India's oldest Monthly Journal of Sociology, Politics and Literature.

If not, judge for yourself by ordering to-day for a copy of the latest Number.

"It appears in a new and improved form. For many years now the HINDUSTAN REVIEW has deservedly had a high reputation not only in India but in Great Britain and America for the literary standard it has maintained and for having provided a comprehensive record of Indian progress and changes in all spheres of activity and a valuable indication of the trend of thought among educated Indians on political, philosophical, economic and social questions."—The Pioneer.

"As an exponent of the intellectual life of country and as an advocate of political and economic freedom, the HINDUSTAN REVIEW did great service in the past, and we confidently hope that it will render still greater service to the nation in the future by contributing to the cause of Indian freedom. The articles are well chosen and ably written by men who have established their claims to be recognised as experts on the subjects they have dealt with."—The Liberty.

"Contains most of the attractive features of the REVIEW, its wide range of subjects, broad out-look on national life and excellent book-reviews. The HINDUSTAN REVIEW has been all these thirty years a worthy exponent of the general awakening of the country."—The Bombay Chronicle.

"In its present attractive get-up, and the rich fare it provides for its readers, with its virile editorial comments on public questions it is to be heartily welcomed by every one who honours fearless advocacy and independence of thought."—The Swarajya.

"It has always been noted for its sanity and breadth of outlook . . . a mirror of the many-sided interests of the nation."—The Hindu.

Most moderately priced—Single Copy As. 12. Annual Subscription Rs. 6 only.

An excellent opportunity to advertisers—Charges Rs. 20 only per page.

The MANAGER, "THE HINDUSTAN REVIEW"

7, Elgin Road, ALLAHABAD.

"THE VEDANTA KESARI."

(Started May, 1914)

A high-class religious and philosophical monthly in English devoted to practical and popular exposition of the Vedanta Interprets religion in the light of the universal teachings of Sri Ramakrishna and Swami Vivekananda. Deals with the most momentous questions of the day, religious, social, educational, economic, etc., on non-sectarian lines.

The 18th year begins from May 1931. Annual Subscription:—

Inland Rs. 3. Foreign Rs. 4-8 or Sh. 8 or Dollars (U. S. A.) 2

(Many Books at concession rates to the subscribers)

Catalogue of Books sent free.

Please apply to the Manager, The Vedanta Kesari,

MYLAPORE, MADRAS.

GOSPEL OF SRI RAMAKRISHNA

(According to "M.", a disciple of the Master.)

The epoch-making book contains a series of conversations in which the highest spiritual truths were expounded by the Master in simple language with homely illustrations to disciples like Swami Vivekananda, and men like Keshab Chandra Sen, Pandit Iswar Chandra Vidyasagara, Dr. Mahendra Lal Sarcar and others. These conversations were carefully recorded and presented by an earnest and faithful householder disciple—well known as "M."

The first volume contains a short sketch of the Master.

Price: Vol. I. (5th edition) Cloth Rs. 2-8. Superior Rs. 3.

Vol. II. (2nd edition) Cloth Rs. 2-8. Superior Rs. 3.

"THE MYSORE ECONOMIC JOURNAL"

THE ONLY JOURNAL OF ITS KIND IN INDIA.

Has a large number of First-Class Contributors on Economic Topics.

SIR ROPER LETHBRIDGE writes:—
"Most Admirable Journal."

Sample copy Re. 1 only.

Apply to Editor,
"MYSORE ECONOMIC JOURNAL," BANGALORE.

Ready shortly.

A SCHOOL HISTORY OF INDIA

Prepared in accordance with the Syllabus issued by the Director of Public Instruction
under the Revised S. S. L. C. Scheme

BY

M. S. RAMASWAMI AIYANGAR, M.A.,

Chief Lecturer in History and Economics, Maharaja's College, Vizianagram,

and Joint Author of

A HISTORY OF INDIA FOR STUDENTS

Part I. HINDU INDIA. Part II. MUHAMMADAN INDIA.

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

STANDARD BOOKS ON INDIA.

INDIAN CITIZENSHIP & CIVILIZATION

DEPICTING INDIA IN ALL HER GLORIOUS PAST,

UNHAPPY PRESENT & UNCERTAIN,
YET BRIGHT FUTURE.

BY

S. V. PUNTAMBEKAR, M.A. (OXON),
BAR-AT-LAW,

Head of the History & Politics Department,
Benares Hindu University.

WITH A FOREWORD

BY

PRINCIPAL A. B. DHURVA, M.A., I.E.S.
Pro-Vice-Chancellor, B. H. U.

In Two Volumes at Rs. 6-8 the Set.

INDIAN STATES & BRITISH INDIA:

THEIR FUTURE RELATIONS

WITH TEN APPENDICES CONTAINING MANY
DOCUMENTS, TWO TABLES AND A MAP.

BY

GURMUKH NIHAL SINGH,

M. Sc. (ECON). LONDON, BAR-AT-LAW,

Head of the Department of Economics and
Political Science, Benares Hindu University.

WITH A FOREWORD

BY

DR. SIR TEJ BAHADUR SAPRU.

Demy 8vo. xv & 382 pages. Rs. 7-8-0.

1000 PROBLEMS IN PHYSICS

(Mostly S.S.L.C. types taken from the last 15 years' papers set in Madras, Travancore, Cochin & Mysore)
With Solutions and Hints for all difficult Problems and Test Questions and Notes

BY

P. A. SANKARANARAYANA IYER, M.A., L.T.

Science Lecturer, Training College, Trivandrum; (Author of "School Final Physics.")

The Test Questions at the beginning of each chapter are intended to make a first appeal to common sense and prepare the way for the problems that follow.

The Model Solutions and Hints to the tough problems enable the less than average pupils to enter into the spirit of each problem, and solve it by the shortest method.

The Chapters on Pressure, Mechanics and Heat have been purposely overdone to bring the main principles thoroughly home to the pupils and inspire greater confidence in attacking similar problems at public examinations.

Price Rupee One only.

Chapter	Contents.	Test Qns. and Notes.	Exercises Total No. Solns. given.	Hints and
1.	Length, Area, Volume, Mass and Time	87	80	12
2.	Density and Relative Density (by definition)	22	48	15
3.	Relative Density by Principle of Archimedes	36	75	35
4.	Floating Bodies	48	64	35
5.	Fluid Pressure	20	45	35
6.	The Barometer and Boyle's Law	20	70	58
7.	Moments (Parallel and oblique forces)	20	70	54
8.	Forces acting at a point (Parallelogram and Triangle of forces)	20	110	84
9.	Thermometry and Expansion	20	85	48
10.	Calorimetry—Hygrometry and Work	25	100	60
11.	Appendix and General Answers.	20	6	6

SRINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

"THE SOUTH INDIAN TEACHER"

is

THE OFFICIAL JOURNAL OF THE
SOUTH INDIA TEACHERS' UNION.

It is therefore the Journal of the Teacher
and no teacher should be without it.

Subscription is only Rs. 3 per annum.

Registered Office :—

41, Singarachari Street,
Triplicane, Madras.

RŪPĀVATĀRĀ OF DHARMAKĪRTI

*AN EXCELLENT ELEMENTARY SANSKRIT GRAMMAR
BASED UPON THE APHORISMS OF PANINI*

IN TWO VOLUMES

By the late RAO BAHADUR M. RANGACHARYA, M.A.,
Professor of Sanskrit and Comparative Philology, Presidency College, Madras.

VOL. I contains phonetic modification, inflection and word-formation.

VOL. II called DHĀTU-PRATYAYA-PANCHIKA, contains an exposition of the roots of
the language.

Price Rs. 2-8-0 per volume.

BHAGAVADGITA

The Hindu Philosophy of Conduct

BY THE SAME AUTHOR.

Vol. I.—Price Rs. 5.

தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்பூர், சென்னை-600 008.

உவணைத்தாள்.

சே. எண் : 1111

ப. எண் :

வழங்கிய நாள். (1)	திரும்பிய நாள். (2)	வழங்கிய நாள். (1)	திரும்பிய நாள். (2)

S.F. 259A-6-1,00,000-30-1-84.