

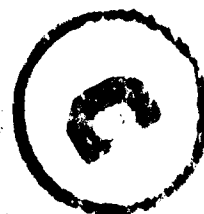
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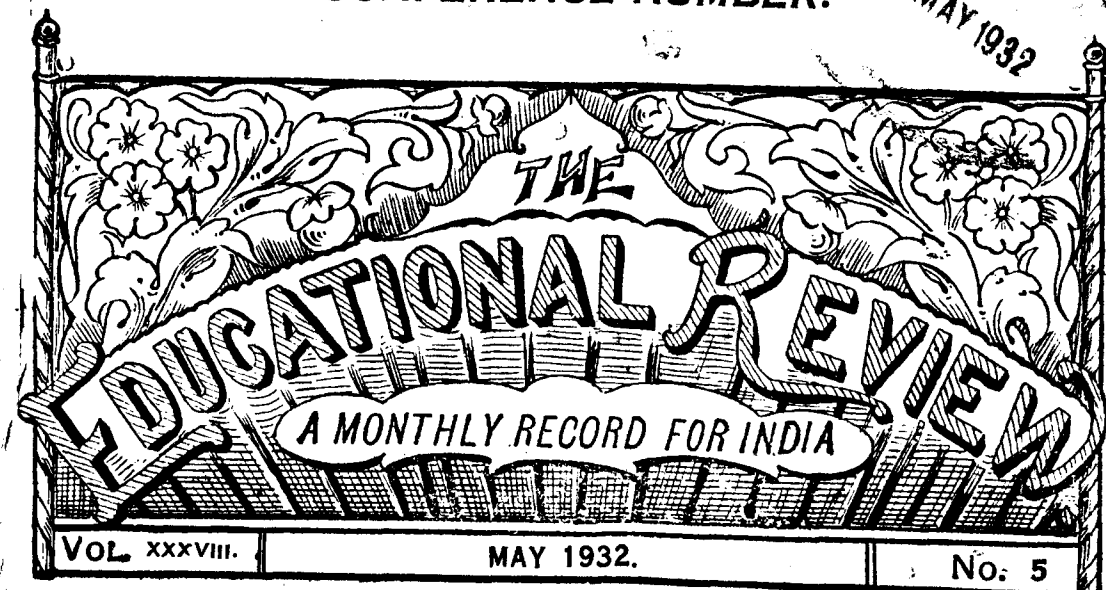
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[No. 5.]

MODERN PSYCHOLOGY AND EDUCATION

BY MRS. P. LORIMER,

Tanjore.

THE above title was chosen for me as the subject of a recent lecture I was asked to give to a group of teachers, and subsequently the request was made for a short resume of the lecture. I agreed to this somewhat reluctantly as it is not easy to write out a lecture from short notes and I feel that the result is inadequate.

In trying to deal with modern psychology and education I would begin by pointing out some of the distinctive features of what is called Modern Psychology. It is a much simpler and more practical science than the older type and has been brought within the scope of all ordinarily well-educated people. Also, it is now recognised as a science and should be studied in the scientific spirit, recognised methods being used and practical experiments made. Psychology as a factor in education is eminently practical and the knowledge acquired should be put to the test

of action and translated into life. It is now fortunately being recognised more and more that for the teaching profession and for all who have to do with the training of the young the study and practice of psychology is the most important item of their equipment. Not only the teaching profession, but all professions and branches of work are realising its value, and now trained psychologists are employed in industrial concerns and are entrusted with the allocation of work according to the suitability of the employee. Religious teachers and preachers are beginning to recognise it as a factor in their work; those who have to do with crime, prisons and reformatories find it invaluable; and even architects realise the importance of knowing the psychology of the different nations to whom they give their services. Medical men have a special branch of their profession dedicated to psychology and the more intelli-

gent among parents are making efforts to learn this branch of science. The only people who seem to neglect it are politicians and they need it more than most. If they knew something of crowd psychology, for instance, and the danger to individuals and to countries of stirring up emotion which can find no legitimate and controlled outlet, we would not see such national disasters as the Russian Revolution or waste of emotion in useless demonstrations.

One of the distinguishing features, therefore, of modern psychology is that it is open to all and, because of that, we should all take advantage of it and learn as much as we can in whatever sphere of life we are.

To come to more particular features of modern psychology one might mention the emphasis that is laid on the sub-conscious. We are assured by psychologists that by far the larger portion of our mental make-up is beyond or under our conscious life. In the old days ideas about this region were vague, but scientists such as Freud and Jung have illuminated this part of the human mentality and have shown how important it is to know what is hidden there and understand how to control its forces. For those who have to instruct and guide the young it is of vital importance to know at least something of this sub-conscious both in themselves and in those for whom they are responsible. From the sub-conscious comes the great life-urge which inspires all thought and action. There are found the primitive instincts, past racial experience, past personal experience which has left the consciousness but has nevertheless been recorded and still continues to influence character and conduct. All potentialities, whether for good or bad, are found

in the sub-conscious and, ultimate goodness or badness of character and conduct depend on how these contents of the sub-conscious are developed and directed. We should therefore set ourselves to study this region, our own first of all, with a view to establishing conscious control lest the unknown forces existing there take charge of us. We all know what it means to be in the grip of some hidden force in ourselves, which we can neither understand nor guide. We are apt to give this the name of "original sin" and on that account to look upon these forces as entirely evil and the misdirection of them as inevitable human error for which we are hardly responsible. This outlook will not now be accepted. The power in us is good or bad as it is directed, and the direction is or should be in our own control. As for the young people in our charge it is for us to show them how to manage their powers and to remove the idea that they are helpless in the grip of original sin or *karma*.

Modern psychology also emphasises the harm of repression. We are apt to think that outward control or the driving back of natural forces and the lack of outward signs of wrong are sufficient. Outward control and repression do not necessarily make for the building up of the right kind of character or change the inner man. Repression makes for the banking up of natural forces which may, and usually do, eventually break through and manifest themselves in undesirable ways. Rather should the attention be drawn to the direction of these forces along the right channels and the giving of as many wholesome outlets as possible for all instincts and emotions. The Boy Scout and Girls Guide movements afford admirable outlets for

energy. Also, any creative work or art is of the utmost importance in giving an outlet for the creative instinct which otherwise finds expression only in sex. If the primitive instincts were rightly understood and guided we should not see so many young people starting their adult life handicapped to such an extent that they are doomed to failure or disaster. Many parents are terrified to let their grown boys and girls face the temptations of life because they have not been able to help them to understand and control their own powers.

It is quite impossible in one short lecture to do more than hint at a few of the implications of the new psychology. I must hasten on to deal with one or two of its special applications to education. The three important factors in education are the parent, the teacher and the child, the home, the school and those for whom these exist. The parent and the teacher we may class together, as most of the psychological rules to be followed in the education of children apply equally to each. It is about the teacher and the parent I want to speak particularly. Child psychology may be left to someone else to lecture on.

It seems to me that the first duty of any who have charge of young people is self-study. We have, perhaps, been accustomed to think of this occupation as morbid or to be practised only by such people as *sannyasis* and other so-called specially religious people, but the new psychology steps in here and shows us that this "self-study" is the duty of all and may be practised in such a way as to avoid all morbidity. It is possible to contemplate oneself in a detached and wholesome way and to study one's thoughts, feelings, motives

and desires with a view to having a more comprehensive understanding of human nature generally and to find out both in ourselves and those for whom we are responsible the factors which act as hindrances in development and the attainment of ideals. This attitude robs the study of any tendency to morbidity. Let me give an illustration of what is meant by this "self-study." When in our capacity as parents and teachers we are confronted with failures and with difficulties that seem insurmountable we are apt to blame our circumstances, or the other people who are concerned in the situation or if we can find no other person or thing to blame we attack the government of the country. The last place to be searched for the cause of failure or for the possibilities of overcoming difficulties is oneself. Let us reverse the usual method and begin with ourselves. The best method to employ is to ask ourselves questions and to insist on honest answers, however much self-scrutiny this entails. I will give a list of possible questions and answers. (1) Q. Why is this boy always antagonistic to me? Ans. Because I do not like him and probably show my feelings. (2) Q. Why does this boy never tell me the truth? Ans. Because I have given him cause to be afraid of me. (3) Q. Why is it that this really clever girl never attends in the class? Ans. Because I do not prepare my work properly and the lesson is probably not worth attending to. (4) Q. Why is my work a drudgery to me and why is it that I am always asking for leave? Ans. Because I allow my mind to be taken up with anxieties, personal and domestic, or I am refusing to face up to some problem in my life which calls for courage and action. This condition results in an internal conflict which saps my strength. (5) Q. Why am

I usually irritable with my children at home or in school? Ans. Because I have never taken the trouble to understand and think about them. I merely look upon them as either ministering to or interfering with my own personal convenience and comfort. Let us lay the blame in the right place, honestly and fearlessly face up to our deficiencies and set ourselves to become efficient parents and teachers. We shall not lose but gain by drastic self-analysis and intelligent efforts at self-improvement.

The next step is for teachers and parents to get together and find some way of co-operating in the study and treatment of young people. It is obvious that some such co-operation is necessary between the school and the home; otherwise children are apt to have divided loyalties, confused ideals and a sense of injustice. At present, instead of co-operation we too often see either complete indifference on the part of the parents to the school, and the teacher to the home, or actual antagonism between them. The parents and teachers who are, presumably, mutually interested in the welfare of the children should agree upon the ideals to be aimed at and the methods to be employed in the development. If the child is torn in different directions by home and school and senses antagonism between his parents and his teachers he is sure to make capital for himself out of the situation, becoming increasingly "difficult" both at home and at school. Or he is so bewildered that he ceases to develop at all.

The practical steps to be taken in this connection are for teachers to encourage parents to visit schools, to consult about the children with father or mother, and to furnish homes with periodical reports of progress

both in knowledge and character. To insure the right psychological development of the child it is most important to secure the proper atmosphere both in the home and in the school and I would end my lecture by giving a few hints on this score.

Take the home first. The wholesome and natural development of the children depends on having the right kind of atmosphere and that can only be secured by the parents. The main element in this is the relationship between the father and the mother. If there is any kind of friction even below the surface, the children will be aware of it and the effect in them will be restlessness, lack of confidence and a tendency to bad temper. Also, each child will either consciously or unconsciously take the side of one or other parent. If the father treats the mother as an inferior, the children will either side with him and despise the mother or they will identify themselves with the mother and resent or submit to the domination of the other parent as their temperaments dictate. Also, the boys of the family will in this way have their whole attitude to women determined. Children are more fully alive as they grow older to the regard in which their parents hold each other and no family life can be wholesome where there are misunderstandings or where one parent plays a more important part than the other. There must be no superior or inferior. The relationship between the parents is reflected in the children. The mother and the sisters must have the same rights and regards as the father and the brothers.

The atmosphere of the home is also determined by the attitude of the parents to the children on fundamental questions. I shall

give two examples of what I mean. The general idea amongst parents seems to be that children are possessions. They are regarded as an insurance against a poverty-stricken old age, and as factors in the life of the parents giving joy or sorrow and reflecting glory or shame. If there is any grave misconduct in the child it is regarded more from the point of view of the family credit than from the delinquent's point of view. Children should be viewed in the first instance as separate individuals, each with a peculiar character to be developed and each with a definite place in the world.

I would here quote an ancient Persian poet, copying from a magazine on education in which the poem was given.

Your children are not your children.

They are the sons and daughters of life's longing for itself.

They come through you but not from you,

And though they are with you yet they belong not to you.

The other example I would give would be of the right attitude on the part of the parents in connection with authority. They should gradually lessen their authority and give progressive responsibility to the children. This does not mean letting them do as they choose and giving rein to all their primitive instincts without any guidance from the parents as one so often sees. But it does mean teaching even little children to do things for themselves instead of being entirely dependent on their mother. There is a tendency in many homes to keep children far too long completely dependent on the mother instead of teaching them to take a pride in acting for themselves. Later on they should be encouraged to

exercise choice for themselves, and in matters of vital importance to themselves such as work and marriage they should not be treated as commodities to be used and disposed of as suits the family. In regard to little children being kept too long in physical dependence on their mother the reason may be that it is her pleasure to minister to them in every possible way as long as she can and she may even encourage them to make continual demands on her time and strength. This may be her chief joy in life but it is a selfish joy, for it is not good for the children. The remedy may lie in the mother extending her sphere of interest. If her home is her only interest it will be very difficult for her not to spoil its atmosphere by doing too much for her children. But if she has at least one outside interest that will bring her in touch with a wider environment, the family will benefit. But here a warning is necessary. It must be remembered that the home does come first. In order to secure the right psychological environment the children must feel that they come first with the parents, and this cannot be secured if both parents are away most of the day. It is not uncommon to find, especially in the Indian Christian community, the mother as well as the father undertaking a whole-time appointment.

Much of what I have already said applies to teachers as well as to parents. I would only add a word or two about the school atmosphere. That, too, is of the utmost importance to the development of the pupils and depends entirely on the teachers, their co-operation, the interest they take in each individual pupil and their knowledge of themselves. They might keep records of the development of each pupil and this exercise

would rob teaching and school work of all monotony and drudgery, even for those who do not teach for the love of the art. The teacher should, above all, remember that the school is an important stage in the adjustment of the child to the world of reality. In the school, scope should be given for the right development of the herd instinct, the instinct for service and companionship. It is, surely, the aim of all good teaching to turn out good citizens and patriots instead of merely pupils who pass examinations and thereby bring honour and glory to the school and the teacher. How can a young man or woman be the right kind of citizen or patriot if he or she has not had some kind of introduction through the school into the art of government and the understanding of their relationship to local governing bodies and the needs of their locality, or if they have not been taught to care about other people, especially those less well circumstanced than themselves? How can they ever do anything in life that is worthwhile if they are not taught both at home and school to face reality and to translate ideals into action?

UNIVERSITY TEACHING METHODS.

BY MR. L. C. BURMAN, M.A., PH.D., M.S.A.,

Allahabad.

"At school and college facile cramming is no substitute for a laborious training of the intellect and the acquisition of real knowledge which is the purpose of these institutions."

WITH this pointedly distinct declaration of the purpose of educational institutions made by His Excellency Sir Hugh Stephenson in the course of his last Convocation Address at the Patna University, comes a warning note to those who, despite knowledge of the profound changes coming over almost every department of life to-day, and the conviction that educational methods need to be modified in order to adapt them to the newer conditions and the newer outlook, still allow the old school mentality to prevail in college and University teaching.

Many of us in this country show by our acts a strong belief in the value of the exclusive lecture system of imparting knowledge to college and University students, little thinking of the serious consequences to which it would lead, in default of meeting their intellectual curiosity and of responding to the profound changes which come to the adolescent college youth in their various developed brain centres tending to the growth of the habits of strong abstract reasoning and critical judgment—tendencies which are of especial value to them in the pursuit of the art of thinking and knowing. My reference is to the very way in which the lecture system is at present worked in our colleges and Universities, the rectification of defects whereof is

hardly, if ever, attempted by the addition of other methods of work long overdue.

The University as a community came into existence with a view to enrichment of the mind with the search of knowledge. Our actual practice is that instead of having a joint effort of professors and students in search of knowledge, we have the mere purveying of facts for examination purposes. No systematic attempt at original work is encouraged. Students are hardly asked to point out new features of the lesson-text. There are hardly any doubts raised and discussions or study classes held. Suggestion and answering of difficulties hardly receive proper attention. There is no systematic reading of papers or of giving short discourses on topics or problems studied. Not only is the bare giving and hearing of lectures attentively or inattentively, in vogue, but the defects of the system are woefully left unremedied. What the college or University lecturer, in many cases, does is to summarise some books other than the text and to repeat his epitome without any attempt at personal investigation and independent valuation and without even caring to correlate and correct the old and new sources. The general practice among students is to take down notes to dictation by the lecturer. The notes dictated by the lecturer are either his personal performance or copy of note-books of renowned professors or printed notes now extant in the market. Other readings of some illustrative value are hardly ever commended to the notice of students. If

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WITH INTRODUCTION AND NOTES

BY

J. NELSON FRASER, M.A., I.E.S.,

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students are at all referred to standard works which some of them desire to consult and work out, the handicap comes from the deficiency of library facilities. The new researches of others are hardly availed of, much less do the students and the professor make their own. Reference to or reading of journals is hardly encouraged. If teachers themselves at all read educational periodicals, they read chiefly such as contain advertisements of vacant posts and supply material for their lessons.

No doubt during the lecture important passages and questions are pointed out, but discussion on the problems and subjects contained in the text are hardly conducted in any regular way. Notes and keys are ruling the roast. We do expect our University and college teachers to spend a lot of time in attending committees and in dealing with trivial questions of administration and this hardly leaves any time for concentrated effort. Where the numerical strength of the staff is deficient, the demands are heaviest, and the wholesome practice of research is relegated to the background in favour of the curricula and timetables. Intellectual vigilance and freshness of outlook are sadly wanting. The fact is that being otherwise occupied the professor has neither the time nor the inclination to benefit by the latest educational experience of the world in the teaching of his subject by the most lively methods and the most successful means for capturing his pupil's faculties and developing them with the tenderest care. He helplessly knows that increased knowledge invariably makes a better teacher, and that there is a world of difference between one who sees just what is necessary for his work

and an other who is continually widening his intellectual horizon and is also making his knowledge more and more definite and precise. The woeful lack of originality both on the part of the teacher and the student and the humdrum sort of teaching carried on year in and year out by the former, only qualifies him, in the strict term of the word, to be a mere worker rather than either a teacher or a scholar with little or no exercise of the faculty of thinking and use of the scientific methods of study which might in any way benefit his audience. Having had no taste for variety both the teacher and his pupils lose interest in the subject. This leads to a serious stagnation with the deplorable result that intellectual activity altogether ceases to surge through his brain.

The plight of a really go-ahead scholar is woefully lamentable. Immediately after helping himself to dinner, he hastens to the college where he reaches, say, at about 10-30 A.M. After listening to the patent lectures of the type which he had been attending day after day and hour after hour and which have cooled down all his interest and zeal and marred all his receptivity, as a result of an unfortunate disregard of every opportunity of thinking and enquiring, he leaves college, say, at 4-30 P.M. and is back to his hostel in due time. A feeling of fatigue and dulness is already over him, and he has not the least inclination to cudgel his brains over the problems and matters touched or discussed in the class, after his repast. He has moreover his mind diverted to many an activity which makes the heaviest demand upon his time. Of these may be mentioned social functions, exhibitions, anniversaries, games, tournaments, clubs,

unions and societies, not to speak of the occasional calls of friends. These distractions are recurrent and he cannot escape their attraction. The burning of the mid-night oil or the small hours of the morning might do something for him, but little inspired, he cannot do adequate justice to his task so as to have any originality or freshness of outlook. His handicap is serious when his eagerness is smothered in the ashes of interest burned in any attempt to look into the library which, in many cases, is hardly responsive for want of facilities. At the top of all, apt tutorial guidance is sadly lacking.

The immediate purpose of this article is to remind those concerned that a College or University exists to train its students in the habits of independent thinking and cultivation of the scientific methods of study, observation and enquiry. It is true that University and College teachers are distracted by demands on their time and attention which they cannot meet without sacrificing these bigger aims. But this deterrent factor has got to be removed.

"I need hardly say that I value the Universities, not only for the learning they embody and pass on, not only for the traditions that they inculcate and the ideals they inspire, not only for the material and spiritual wealth which is won for us by their researches, but for the contact and interplay of eager and receptive minds, which strengthens and enlightens and stimulates selected and plastic youth," writes Sir Stanley Leathes in the *Daily Telegraph*, and there is much truth in this statement of the value of Universities. It is the recurrent wish of all true devotees of education that our University teachers should so arrange their teaching as to facilitate such

a contact as might lead their pupils to learn their methods of observation, their reasoning and their approach to a subject. It is also anxiously expected that there should be a similar contact between student and student, in recognition of the truth of Lord Balfour's statement that in a University students learn more from contact with one another than from their professors in the class-room. Not only is such a contact desirable, but we would even stand for encouraging conflict by mutual attack at every point to lead to correct thinking and reasoning on the part of students.

We want our young men to examine problems for themselves and not to take everything on trust. To-day, young men ought to be allowed to think, instead of taking everything secondhand from their teachers, and we ought to expect a higher premium on intellectual ability than on prowess in anything else in University life. Let there be a healthy spirit to discover the truth and you have the key to the solution of the whole educational problem.

As to the professor, it goes without saying that he has a two-fold responsibility in the purely educational sphere. He has to use the most modern methods of instruction, and he has to remain a student for ever of his branch of study. To secure these two ends—study and increased professional equipment—opportunities must be brought within his reach.

We are at the beginning of a new era in history, and the Universities and Colleges have in consequence to play a distinctly superior part in the training of young men to take their proper share in the ordinary avocations of life. We have naturally to be up-to-the-

minute. Methods of teaching which satisfied many of our predecessors have to be revised and modernised. Criticism of a well-meaning and helpful nature cannot fail to have a beneficial result, and we should never hesitate to criticise our own and others' methods if we have found better ones. We have to get that knowledge which would enable us to overcome the element of passive resistance in students. It is up to us, both teachers and students, not merely in a mass, but each one individually, to be induced to take an individual and personal interest in the problems of our work. A spirit of research, investigation, enquiry and observation has got to be cultivated among students if our efforts are to have any beneficial results. Teaching has got to be brightened up, interest of the students secured, and drudgery in teaching avoided by the use of lively methods likely to impress students and command that respect for the teacher which ought to be treated as quite indispensable if good results are at all desired.

Again, without the personal touch no course of teaching can hope to create successful students. Its basic teaching may be sound, its staff may be thoroughly efficient, and yet it will fail if the human touch is missing. A special effort has, therefore, to be made towards establishing and maintaining the personal note in both the teaching and its criticism. The student should be made to feel that his instructor is his friend; indeed, it should be the boast of every College professor that all his students are his friends. Difficulties and queries which beset students he should answer individually and he should have a fund of sympathy to enable him to respect

a student's sensitiveness and to know how best he may be helped.

The usefulness of University teaching may be considerably enhanced if the College or University professor should introduce in his teaching a sort of problem method requiring every student to solve a particular problem in his own way and in strict application of the principles presented by him, and to submit the solution to him for criticism. The scholar, moreover, should be made to find facts for himself rather than require to be told of them.

Nothing is more helpful to a student than written work in response to a well-planned assignment to be worked at home, including answers to questions as a test of his method of work and apprehension of the principles taught in the class-room. Not only should the scholar be encouraged to find facts for himself but he should be encouraged to pursue additional investigations of his own not covered by any text-books.

Although many educators believe that the best way to teach creative work is to give criticisms of actual work produced by the scholar, yet the only way to build an efficient machine is to manufacture each part separately before assembling it to make a complete whole. So unless one has learned to construct each intricate detail artificially, one cannot put together a perfect work. The practical aim of the professor should, therefore, be to give the scholar a knowledge of the details, which when assembled, form a perfect whole.

The higher purpose of study is not that the student may learn the systems which other men have constructed, but that he may be enabled to build for himself and into himself a

system of his own. The professor should, therefore, include in his work many questions for which no direct answer may be found in the text, but which will have to be answered from the student's own book of knowledge, perhaps as yet unwritten.

These considerations should be reflected in the professor's presentation and he should make a special effort, in active co-operation with the authorities of his institution, to have satisfactory library facilities to carry out his purposes.

CRITICISM OF POETRY.

(This is a specimen of a study-outline given by the writer of this article to the M.A. Previous Class when he was Principal and Professor of English of a College).

Rhythm.—Rhythm is harmonious motion in measured intervals of time as the foundation of poetry, of music, and of dancing. Poetry had its beginning probably in meaningless sounds uttered by savages to accompany the rhythm of their dances.

EXERCISE.

Read any hymn of a hymn-book and hum the tune. Count the syllables in a line. Mark the fall of accents. Count them. See if the lines that are intended to correspond balance each other in length. See if the accents in the corresponding lines balance. Could you insert a longer or a shorter word without marring the rhythm?

Rhyme.—Rhyme depends on an identical sound of consonants, e.g., Main, pain, drain, strain.

Alliteration.—A certain amount of repetition of the same letters at different places in

the words, not necessarily in the beginning alone, e.g.,

"Those lovely lyrics written by his hand
Whom Saxon Caedmon called
The Blither-Heart King."—LONGFELLOW.

Too much repetition is, however, disliked, e.g.,

"Peter piper picked a peck of pickled
peppers."

Assonance.—This is the variation of vowel-sounds, or, in other words, a vowel rhythm, an unobtrusive repetition of the same vowel-sound, e.g.,

"Raise me a dais of silk and down,
Hang it with vair and purple dyes,
Carve it with doves and pomegranates,
And peacocks with a hundred eyes."

—CHRISTINA ROSSETTI.

Onomatopoeia.—These are imitative words which should be like the thing described. In the following stanza from *The Ancient Mariner*, there is not only a general harmony between the subject and the sound, the rush of the words corresponding with the swift movements they express, as pointed out by Professor Saintsbury, but the very sound made by the keel while forcing its way through the waves, can be heard in the repeated *fs*:—

"The fair breeze blew, the white foam flew,
The furrow follow'd free,
We were the first that ever burst
Into that silent sea."

Again, the line,

"Murmuring of innumerable bees."

—TENNYSON—

suggests not only the drowsiness of summer afternoons, but also the very hum of the bees.

"I babble on the pebbles."—TENNYSON.

This tells us of the babbling of the brook on the pebbles.

The horse's gallop is heard in the line of the *Charge of the Light Brigade* :—

"Half a league,
Half a league,
Half a league

Onward."—TENNYSON.

Tone Colour.—In the following line, we have alliteration—Hark, herald. We have also a repetition of the same vowel—a—Hark, herald, angels; and a repetition of l's which adds to the beauty of the line. These echoes are pleasant to hear and constitute *Tone Colour* :—

"Hark, the herald angels sing."

Note also the echo in "Arden Katahden":

"You shall be tramping to Arden
Or climbing Katahden Lake soon."

The quality of *Tone Colour* is also found in some fine prose, particularly in many passages in the Bible :—

"Are not Abana and Pharpar rivers of Damascus?"—2 Kings 5:12. Read that aloud and see how beautiful it is. Count the number of a's, and you will see one reason why it is beautiful. Another reason is that the words "rivers of" balance the word "Damascus."

STUDY SCHEME.

The Sonnet.—Where did the sonnet originate?

Ans.—It originated in Italy at the beginning of the twelfth century.

How many lines has a sonnet?

Ans.—The sonnet has fourteen lines.

How many syllables are there to a line?

Ans.—There are ten syllables to a line.

Where do the accents fall?

Ans.—The accents fall on each second syllable.

How many divisions has the Italian sonnet?

Ans.—The Italian sonnet has two divisions, the first of eight lines (the octave), the second of six (sestet).

How many rhymes are allowed?

Ans.—The rhymes allowed are two in the octave, and two or three in the sestet.

How are the rhymes arranged?

Ans.—The rhymes are arranged as follows :—
a, b, b, a, a, b, b, b, a, and c, d, c, d,
c, d, or c, d, e, c, d, e.

Who was the most famous Italian writer of sonnets?

Ans.—The most famous Italian writer of sonnets was Petrarch.

When was the sonnet introduced into England?

Ans.—The Italian sonnet was introduced into England in the reign of Henry the Eighth.

What did the English do to it?

Ans.—They soon changed it into a fourteen line poem of three quatrains and one couplet.

Whose are the finest sonnets written in the English form?

Ans.—The finest sonnets in the English form are those of Shakespeare.

Whose are the finest modern sonnets written in this form?

Ans.—They are John Masefield's.

Which English poets have written the finest Petrarchian sonnets?

Ans.—Milton, Wordsworth, Mrs. Browning, Dante, Gabriel Rossetti.

Which American poets have written notable sonnets?

Ans.—Edna St. Vincent Millay, David Morton.

ILLUSTRATIONS.

Shakespeare, Sonnet 29. "When in disgrace with fortune and men's eyes."

Shakespeare, Sonnet 116. "Let me not to the marriage of true minds"

Milton, On His Blindness.

Wordsworth, Sonnet on the Sonnet. "Nuns fret not at their convent's narrow room."

Wordsworth, On Westminster Bridge. "Earth hath not anything to show more fair."

Choose another of Wordsworth's Sonnets.

Elizabeth Barrett Browning, From "Sonnets from the Portuguese."

(Original English poems written to Robert Browning before their marriage).

Sonnet 28. "My letters all dead paper, mute and white!"

Sonnet 43. "How do I love thee. Let me count the ways."

Choose another of Mrs. Browning's sonnets.

Dante Gabriel Rossetti, From "The House of Life!"

Sonnet 3. "Thank thou and act."

Sonnet 86. "Lost Days."

Analyse and discuss some of these sonnets and see if they conform to the foregoing statements. Note how, in the Italian form of sonnet, the subject is stated in the octave and the application is made in the sestet. This effect has been compared to the surge and ebb of a wave on the shore.

OTHER SCHEMES.

Make your own scheme from verse from current magazines. Analyse the selections.

Does the subject please you? Is the poem correct metrically? Does it show you visible truth? In other words, it would not put a rainbow in the west in the afternoon. Does it show you invisible truth?

Make your scheme from some of the poets mentioned in this study outline.

Blank Verse and Unrhymed Poems.—

Blank verse has ten syllables in every line and the accent must fall on each second syllable.

"Again God said, Let there be firmament,"
—MILTON.

The greatest examples of English blank verse are Milton's "Paradise Lost" and the plays of Shakespeare.

An extra final syllable in a line, as in Hamlet's Soliloquy, is called a *feminine ending*. Shakespeare makes use of this from time to time.

"Hiawatha" is unrhymed, but it has only eight syllables in a line. It is therefore not Blank Verse.

"One Word More," a poem which Robert Browning wrote to his wife, is unrhymed, and has ten syllables in a line, but the accent falls on the first syllable. So it is not Blank Verse.

"There they are, my fifty men and women."
—BROWNING.

Unrhymed lyrics are not Blank Verse, *e.g.*,

"Tears, Idle Tears."—TENNYSON,

"The Old Familiar Faces."—CHARLES LAMB.

Free verse is not Blank Verse. It is written in lines of irregular length and is ruled by the cadence of the speaking voice. In good free verse, the tenser the emotion, the shorter the line. An excited man speaks in short phrases. When we are calm, we take long breaths and can use long sentences.

Discuss these statements and see if you believe them.

Blank Verse and Unrhymed Poems.—

Short Account of Milton's Life.

Reading.—The Creation of Light, *Paradise Lost*, Book VII, lines 243—260. The Expulsion from Paradise, *Paradise Lost*, Book XII, lines 624—649.

Reading—Portia's Speech in the Court Room. "The Quality of Mercy," *Merchant of Venice*, Act IV, Scene I.

Unrhymed Lyric.—"Tears, Idle Tears."

—TENNYSON.

Intensive studies of free verse, metre and other forms of verse may be made on the same lines.

ENGLISH POETRY READERS

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HIGH SCHOOLS FOR INDIA OF TO-MORROW.

BY MR. M. SIDDALINGAIYA, M.A., B.T., PH.D., DIP.ED.,

Mysore.

IN our schools and colleges we should now begin to approach the solution of our problems, as far as possible, in the light of present-day knowledge by making first a scientific determination of the objectives towards which we are working. When we actually know what our schools are for and just what their products should be, then we shall be able to answer the important question: What is the function of the high school? Should it prepare for college or for life?

Then what are to be the objectives of high school education? The Commission appointed by the National Education Association of America for the reorganization of Secondary Education regard the following as the main objectives of education:—Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure, and Ethical Character. These objectives apply for education as a whole—elementary, secondary and higher. It is now our purpose to consider specifically the role of secondary education in achieving each of the objectives.

1. *Training for efficient personal and public health.* Since every other aim of education is dependent for its realization upon good health, health may properly be placed as the first high school objective. This makes imperative an adequate time assignment for physical training and requires science courses properly focussed upon personal and community hygiene, the principles of sanitation and their applications.

2. *Training for civic worth and efficiency.* The present day national consciousness in the country and its results by way of a future self-governing India can survive only if the citizens be intelligent, well-informed and virtuous. Particularly in view of the very many cleavages peculiar to our country, linguistic, communal, and provincial, civic education that will develop in the individual those qualities whereby he will act well his part as a member of neighbourhood, village, town or city, State and nation and will give him a basis for understanding international relations is very necessary. For such citizenship, the following qualifications are essential: a many-sided interest in the welfare of the society to which one belongs, loyalty to ideas of civic righteousness, practical knowledge of social agencies and institutions, good judgment as to means and methods that will promote our social end without defeating others, and as putting all these into effect, habits of cordial co-operation in social undertakings. Civic education should consider other nations also. Our pupils should learn that each nation, at least potentially, has something of worth to contribute to civilization and that humanity would be incomplete without that contribution.

3. *Vocational fitness.* Since the happiness and prosperity of the individual as well as our national wealth and greatness depend upon the vocational efficiency of our citizens, it is important, if not imperative, that our high schools relate their subject-matter and instruction, at least in a general way to the

training of our youth in qualities fitting them for a good beginning in vocational life and potentially for a good vocational career. This idea demands that the pupil explore his own capacities and aptitudes, and select his vocation wisely. Hence an effective programme of vocational guidance in the secondary school is essential.

When high schools are to be started in rural areas, it is very essential that the programme should be related to the life needs of the community with due provision for similar but advanced studies in colleges. When I visited rural high schools in America, I was very happy to find the girls engaged in sewing, cooking and dress-making and such other activities and the boys engaged in agricultural, horticultural, poultry-rearing, hog-raising, animal husbandry, carpentry and such other work.

4. *Worthy Home Membership.* This is especially important for our girls. Of most girls in the high school we can say with assurance that in due time they will find their destiny as the makers of the home and have as their primary problem in life the expenditure of the modest family income so as to secure the most and best of comfort, health, and happiness for their homes and their families. This objective, we must remember, applies to both boys and girls. The social studies should deal with the home as a fundamental social institution and clarify its relation to the wider interests outside.

5. *The best use and enjoyment of the Leisure of life.* The school has so far given little conscious attention to this objective. It has so exclusively sought intellectual discipline that it has seldom treated literature, out of music so as to evoke right emotional response and produce positive enjoyment. The school

should, therefore, see that adequate recreation is provided both within the school and outside of it.

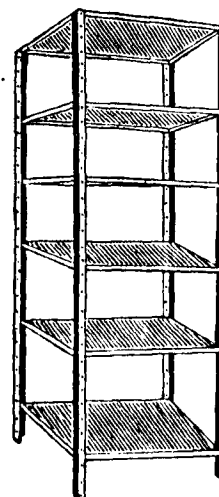
6. *Inculcation in our youth of the finest ethical conceptions and principles.* The wise selection of content and methods of instruction in all subjects of study, the social contacts of pupils with one another and with their teachers, the opportunities offered by the organization and administration of the school for the development on the part of pupils not only of the sense of personal responsibility and initiative, but above all, the spirit of service and the principles of true democracy that should permeate the entire school—the headmaster, teachers and pupils—are some of the essential means of developing healthy character.

7. *Command of Fundamental Processes.* Much of the energy of the elementary school is properly devoted to teaching certain fundamental processes, such as reading, writing, arithmetic computations, and the elements of oral and written expression. But this is not sufficient for the needs of modern life. Proficiency in many of these processes may be increased more effectively by their application to new material in the secondary stage.

If we can so select and use subject matter, so approach the problems of organization and administration as to satisfy these rightful objectives of secondary education, we can be confident of preparing and sending forth from our high schools well-defined products, both boys and girls.

As the medium of instruction in secondary schools is a problem that is at present engaging the attention of the educationists all over the country, I beg to submit that possibilities of adopting Hindi instead of local vernaculars as the medium of instruction should be explored by an all-India Commission of distinguished educationists, psychologists, economists, sociologists and statesmen with a view to secure the greatest efficiency and economy of time and money in the speedy unification of the country, communal, social, religious, geographic and linguistic.

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DISTRICT SECONDARY EDUCATION BOARDS.

By MR. CH. V. JOGA RAO, B.A.,

Vizianagaram.

WITH reference to the Proceedings of the Madras District Secondary Education Board reported in the *Hindu* of the 22nd January last the proposal made by the President, Dewan Bahadur G. Narayanasawmi Chetty, to abolish these Boards, is of course quite justifiable, seeing that they are no more than idle institutions serving no useful purpose so far known; and the counter-suggestion made by Mr. G. Sreenivasachari, member standing for the Assistant-Masters' Constituency for converting these bodies into useful instruments for the uplift of secondary education is really refreshing to those who are optimistic in the matter and think that their existence is very essential for the remedy of the several ills of secondary education. When these bodies were brought into existence in 1923, Sir A. P. Patro must have had in his view the object of supplying a gap in the entire educational system of the province. While University Education on the one hand has its own constitutional bodies to regulate and control every detail of higher education, and the elementary education on the other has its own District Councils to look to the details and working of the lower stages of education, it is but in the fitness of things that some constitutional bodies should be brought into being, so that they may help the central administration in shaping, regulat-

ing and controlling secondary education. It was perhaps with this laudable end in view that Sir Patro inaugurated these District Secondary Education Boards but during these nine years of their existence, they have done nothing but nod their heads over petty questions such as used to be settled by the Inspectors of Schools, now known as District Educational Officers. So many questions have cropped up for settlement in recent years, viz., the Re-organisation of Secondary Education, the Revision of the S. S. L. C. Scheme, Promotions and the Middle School Examination; but none of these was ever referred to these boards for opinion and the omission is really sad and inexplicable. Can it be that the Department looks upon these boards with suspicion or dread? After all, what harm can they do? The fact that the Department belittles their existence in this fashion is no doubt an insult to everybody connected with them and the view to abolish them is but an expression of the disgust this neglect has rightly evoked.

Now, if the Department had been able to settle the several questions in a satisfactory manner and issued fresh regulations on each of these important questions without dropping or shelving them in a pusillanimous fashion, there would be nothing to complain of. But the activities of the Secondary Education Re-organisation Committee and the

Special Officer, both appointed by the Government, have simply ended in smoke though they sat at these problems for more than six years. They could not touch even the fringe of the domain of secondary education. The only thing that they had accomplished is the issue of the Revised S.S.L.C. Scheme which is no more than a confirmation of the previous one in all its fundamentals. What revision has been made amounts to be the shuffling of subjects among the several groups on the lines generally indicated by the previous agitation and discontent. This much could have been done by any clerk without so much fuss. The other change, the revision of the syllabuses is the work of some academicians and might have been done by the Department itself as it used to do before on so many occasions. And we see that even these revised syllabuses are not satisfactory and they are evoking criticism from every quarter. But for these two changes, the whole secondary education remains the same as before. Some 15 or 20 years ago, it was rumoured that the Middle School Examination would be re-instated by Mr. Stone but without effect. Recently again, the same proposal cropped up, only to be shelved. Can we sanely or honestly think that a filtration is not needed somewhere in the middle of the secondary course so that the silt may not accumulate in the high school forms which not only handicaps the work of the teachers there but also ruins so many innocent families and students by suppressing their poor attain-

ments and keeping them under false hopes? Again, the question of promotions seems to have been dropped without any action. Can we think that the 80 to 90 per cent. promotions at the lower stages can be genuine when we see that the passes at the terminal Public Examination fall to 10 per cent.? But all these important questions have been dropped. This state of things clearly shows that good ideas are now and then springing up in the departmental brain only to vanish without any effect. Wishes may be pious indeed, but what can wishes do without the requisite action?

Let us now turn our eyes to the condition of secondary education, the prevailing ills of it as well as the effects of the same. The present day school final men are far inferior to the old school Matriculates in every way, general attainments, knowledge and capacity. They fare badly both in the office and in business. Even the few that secure the so called pass fare badly in the college classes. Most of the students pass through the entire secondary course without being able to read straightforward prose or poetry in the vernacular, not to speak of writing a sentence correctly in the same. They cannot put two words together in English. A large mass of them are again found fit to be sent two or three forms down. Again the passes come roughly to 10 per cent. as we saw it last year, the extra passes being only artificial manipulations made to minimise the odium and hardship. What is the fate of the remaining 90% who amount to about

20,000? This state of things clearly shows that the money, energy and time spent by thousands of students is sheer wastage. Taking that financial outlay per head per annum comes to Rs. 100 for resident students and more than Rs. 200 for outsiders, the wastage amounts to some forty lakhs per annum. If we remember these figures we can easily see how many thousands of families are being ruined and how much energy and time of the youth in the country is being frittered away. To speak the truth, secondary education to a large extent is nothing but a curse in disguise. Besides this, the chronic inefficiency of secondary education is doing more harm than good in another way. The dregs of secondary schools mostly become teachers of elementary schools and primary classes. When they are devoid of the requisite knowledge and attainments, it goes without saying that the foundations laid by them must be irremediably rotten and the havoc done in this way is immense. Again the products of secondary schools form the bulk of the teaching profession; and they are the bulk of educated citizens in the country. If we remember these facts, we cannot belittle secondary education, nor underrate its importance. But what are they doing with the problems bearing on the evils of secondary education? They are quite callous; they overlook and suppress the defects; they drop or shelve every important question.

Now the evil is not new to the present day. During the nineties of the last century and the first quinquennium of the

present, slaughter of the innocents became a byword and the original S.S.L.C. scheme was ushered in for the avowed object of putting an end to inefficiency and large failures, but the hopes held out by the sapient fathers of this scheme have turned out false and the same evil stares at us even to-day in all its fulness. To sum up, secondary education is rotten to the core and the root of this obviously lies in over-centralisation. It is therefore high time that these facts should be recognised and attempts made to vitalize and strengthen the central administration by taking the District Secondary Education Boards into their confidence and converting them into active and effective instruments even as advisory bodies. They are best fitted for this purpose since they are scattered all over the country; and what is more important they have in them members drawn from managers, headmasters, and assistant-masters who are all competent to place salient proposals before the central authority.

Having been a teacher for nearly five decades and studied the educational problems with some care during all this time I have been publishing and throwing out my constructive proposals in the press from time to time, but my contributions have turned out to be no more than cries in the wilderness. In the hope that my views may have a chance of reaching the departmental ears through an official body, I got myself returned, thanks to the Assistant-masters' Constituency, to the Vizagapatam District Secondary Education Board early in 1929. Having then studied the past history of the board, I prepared a set of queries relating to the functions of the boards and submitted them to the board for enlightenment. They are the following:—

1. Is the Board in its capacity as an advisory body empowered to discuss questions affecting secondary education, and to send up

- proposals to the department for consideration?
2. Can the Board take the initiative in such matters?
 3. Is the Board prepared to do so?
 4. Are members of the Board authorised to propose subjects for the consideration of the Board?
 5. Can the requisitions of members to convene meetings or appoint committees for the discussion of such subjects be complied with by the Board?
 6. Is the Board prepared to comply with such requisitions?

Upwards of two years have passed since, but without any effect. I now take this opportunity to publish them for the information of my learned colleagues in the other Districts so that they may give their careful consideration to the matter and try to send up adequate representa-

tions to the Department, and if necessary, to the Government so that their attention may be invited to the seriousness of the situation and the desirability of making these Boards turn out some useful work in the reconstruction of secondary education. I specially invite the attention of the President and members of the Madras District Secondary Education Board inasmuch as they are located in the metropolis and as such more favourably situated to exercise their influence in bringing about the issue of Departmental regulations or a G. O. giving these boards a statutory basis and enabling them to chalk out and pursue a course of more useful work. When this is done and these boards begin to work in right earnest we can expect to see a brighter day for secondary education and these boards will be a blessing to the thousands of students and families interested in and pursuing secondary education.

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MAPS AND THE STUDY OF GEOGRAPHY.

BY MR. T. S. KRISHNAMURTHY AIYAR, B.A., L.T.,

Masulipatam.

MANY years ago, Geography consisted of committing to memory long lists of names of places and products. Now things have changed; and the proper place of Geography in education has found its recognition in spite of a good deal of opposition from various quarters. It has been included in the remodelled S S. L. C. course both as a compulsory and as an optional subject. As a result of this, teachers who handle the subject and wish to adopt right methods, should have a thorough training in such essential matters as map making, map reading, map correlations, the study of land forms, climate and weather, use of graphic methods and statistics and construction of diagrams, models and appliances. This article is an attempt to point out as to how the teachers should teach the subject with maps.

In the study of Geography it is highly desirable to have the object itself at hand for observation, because conceptions gained by direct operation of the senses are most correct and clear. But this is possible only when the home geography is taught. Boys see the land and water forms, the plants and animals, the buildings, the railroads and other works of men in their locality, and have a thorough understanding of them. Direct observation beyond their home is entirely impracticable, inasmuch as it would involve travel and expense. It may be said that boys may have a fairly correct idea of great land and water forms that are far distant by noting even tiny models and

pictures. But pictures and models have their limitations, because they represent a single view from only one point and do not clearly indicate direction, relative location, altitude or other important facts. To meet this need maps are necessary.

Maps are more or less symbolic representations of the earth on a flat surface by means of lines, contours, signs and colours. They show the form, extent, location, direction and the internal and the external relations of a region. Many other features, regarding hills, mountains, plains and rivers, climate, vegetable and animal life, human life and industry are shown. Maps are the shorthand of Geography. They are the resultant record of actual discovery, exploration, survey measurement, and development of a region and depict in shorthand what would take many pages of text-book to describe.

The Kinds of Maps Required for the Teaching of Geography. The most valuable and serviceable of all the maps necessary for the teaching of Geography is the *Physical Map*. Physical maps are of three kinds, *vis.*, the photo relief map, colour relief map and contour map. The photo relief map is the photo of a relief model and it shows the highlands and lowlands, and the various heights of the mountains of a certain region by means of different shades. The colour relief map represents the structure of a region by different colours—a particular colour for a certain range of elevation; from zero to 500 ft. green, 500 to 1500 ft. yellow and so

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TEACHING AS A BRANCH OF THE CIVIL SERVICE

BY SIR MICHAEL SADLER, C.B., K.C.S.I.,

Oxford.

I

SOME time or other, I suppose, a British Government will propose that all teachers working in schools aided by public money, or in Universities and technical institutions which draw financial subsidy from local authorities and the State, shall be classed as civil servants. One sees what a strong case could be put up in support of such a proposal. National education (it would be argued) is a national service. Those enrolled in that service should enjoy the status of servants of the State. Is it not anomalous (the spokesman for the change would contend), that officers paid out of public money should not hold the position of public servants? Historical reasons alone (the argument would proceed) explain the present anomaly: facts no longer justify its continuance: already the distinction between the teaching profession and the Civil Service has worn thin. An army schoolmaster, a naval instructor (though not a teacher in the Air Force), belongs to his arm of the Service. Why should not those also who are licensed by the Nation to teach in the schools of the Nation rank as servants of the Nation? For generations such has been the position (the argument would proceed) in the schools of Central Europe. And now the tax-supported schools in Britain, like those in Germany, are paid for by the community as an indispensable part of the structure of modern civilization. In short, we have followed Central Europe in making public education a function of government.

Should we not therefore in Britain, like our fellow citizens in at least one of the British Dominions, take the logical step of enrolling the teachers who staff the schools of the nation as members of the Civil Service?

But what, it may be asked, could conceivably impel a British Government to propose such a change? The most likely cause is a desire for public economy. Suppose the Burnham scales to continue indefinitely at their existing rates. Is it improbable that a Chancellor of the Exchequer with the outlook of Sir George Ernest May, might seize the opportunity of reducing the cost of teachers' salaries by reclassifying the profession in categories of the Civil Service? And at the back of his mind would be a hope that, when once all the teachers in tax-supported schools had been converted into civil servants, Parliament might ultimately be persuaded to confine its grants to schools, colleges and Universities staffed by teachers amenable to the discipline of the Civil Service.

Another, though less likely, cause which might lead a British Government at a time of crisis to make all teachers in publicly maintained schools members of the public service, would be a clash between the political opinions of large numbers of the teachers and the political opinions of the majority in Parliament. Fears might be felt as to the effect of insidious propaganda in the schools and Universities. The Fascists harboured that fear and froze out their opponents. The

Soviet is afraid of political freedom in Universities and schools, and therefore controls the opinions of those who teach in them. Many times in English history has the English Government (not always unsuccessfully) tried to stamp out a kind of teaching which it abhorred. Such attempts were made in 1401 and in 1408 against the Lollards; in 1562 against Roman Catholics; in 1621 and 1662 and 1665 against Roman Catholics and Protestant non-conformists. The dates sound remote, but, psychologically, the times were not very unlike our own time. If opinion ever again became polarized in England, and a Nationalist Government had cause to suspect danger from political propaganda in schools and Universities, it is far from unlikely that steps would be taken to control the freedom of teachers as a measure for the defence of the realm. And such control would be more easily exerted if the teachers had been made civil servants.

A third contingency which might incline a British Government to turn the profession of teaching in State-aided schools into a branch of the Civil Service is a revival of religious controversy. At present the horizon is clear, if not cloudless. In most parts of the country there is a happy disposition towards peaceful agreement as to the teaching of religion in different types of English schools. But suppose that a future generation of teachers found themselves indisposed to teach those Christian doctrines which are tacitly or explicitly incorporated in the agreed syllabus of religious observance and instruction now adopted in many localities for council schools. Suppose, in other words, that the present mood of acquiescence were to change, and

great numbers of teachers were to seek relief from having to teach the Christian faith—in that event there might spring up in the ranks of the teaching profession a desire for the status of civil servants on the ground that civil servants could not appropriately be asked to take part in any kind of religious instruction. Or suppose that the Roman Catholics aroused strong Protestant feeling in the country by pressing *a l'outrance* the view that their non-provided schools should in all respects receive grants, both for maintenance and for building, as liberal as those accorded by the Board of Education and by local authorities to provide non-denominational schools. In that case, a worried ministry might find support from a not less worried public opinion for a proposal to secularize, as in the United States and in part of Australia, all schools in receipt of aid from public funds. And with such a policy of secularization it might be found convenient for administrative reasons to take the further step of making all teachers in tax-aided schools civil servants.

Some people think that the Roman Catholics would be not unwilling to see our English council schools confined to a secular programme, in order that the Roman Catholic non-provided schools (with such Church of England schools as might survive) should have the unique advantage of offering, in contrast to the public secular schools, an education imbued with the Christian tradition. But to charge the Roman Catholics with harbouring such a design is to do them grave injustice and to underrate not only their patriotism but their political insight. However unsatisfactory in itself undenominational Christianity may appear to the Roman

Catholic judgment, it does nevertheless maintain in almost all council schools prayer and a simple form of Christian worship. Far better this, from the Roman Catholic standpoint, than to strip the council schools bare of any Christian observance, as into the chamber left empty by its abolition would rush in some other kind of emotional appeal—the exercise and training of the emotional life being (as the Soviet know) an important part of education.

A decision of the British Government to secularize all council schools and to turn the teachers into civil servants would, if it proceeded from theological causes, be reached in England through public weariness with denominational controversy. Such controversy may be tiresome, but it raises deep issues of philosophy, and parliamentarians, being well aware of the depths of the question, hanker after its elimination. At the present time, we in England enjoy a happy release from the denominational acrimony which was a painful feature of our educational discussions in the last decade of the nineteenth century and in the first six years of this. We have settled down, for a time at all events, into accepting the co-existence of undenominational and denominational schools—both types of school receiving aid from public money, though in different degrees. And there is no sign of a disposition on the part of the Jewish community (which has many excellent aided schools of its own) to protest against Christian worship and Christian symbols in the ordinary council schools, on the ground that these are (as indeed, from one point of view, is the case) distinctive of Christian belief. It is said that one time in the City of New York some

Hebrew politicians led an agitation against allowing pictures of the Virgin and Child to hang on the walls of public schools. But the good sense of the Jewish community is averse from such intolerance and is sensitive to the fact that devoted Jews and devout Christians share a deep spiritual experience in prayer and praise.

II

To be made a branch of the Civil Service would entail a loss of freedom to the teaching profession in England. We have got already all that we want (or, rather, all that we can reasonably expect to receive) in the way of status, stipends and pensions. We are at liberty to develop our professional organizations. Within the self-imposed limits of good manners we can say pretty much what we like to pretty much any one we please. Our journals are not censored. We have good spokesmen in Parliament. We are on good terms with Whitehall. We have representatives on county and county borough education committees. If we are Christians, we can teach, at any rate, the elements of our Faith. If we are sceptics, agnostics or atheists, by holding our tongues we can avoid running our heads into a noose of trouble and can generally get relief from duties which we cannot conscientiously undertake. In England, at any rate, we have nothing to gain from being made civil servants.

This change in our status, if it is made at all, will be made with the object of depriving us of something we at present enjoy. I see at present no immediate likelihood of English politics becoming so fiercely controversial on economic questions as to entail violent and subversive propaganda in the schools. I

[MAY 1932.]

admit that, in London particularly, a few young teachers, especially some of those who have been recently to Russia, are disposed to favour Communism. And there is high political tension in Germany, enthusiastic intransigence in Italy, anti-Jewish feeling in Poland, suppressed muttering in France. Continental weather has a way of spreading to England after an interval. The English anti-cyclone, which has been fairly constant for some years, may break up, and it may be our destiny to enter once again a period of fierce civil dissension. If that happens, there will sooner or later be an attempt to subject the teaching profession in England to the discipline of the Civil Service.

But it is not from this quarter, or from that quarter of theological controversy, that I anticipate an attempt on the part of some future British Government to turn the teaching profession into a branch of the Civil Service. The desire to scale down the aggregate expenditure on teachers' salaries is likely to be the motive of such an attempt. Through reclassification of teachers and of their stipends, a considerable reduction in public expenditure might be made by a Government which thought economy more important than educational progress and educational peace. The mentality disclosed by the educational proposals of the May Committee would be capable of making a bad blunder, partly through ignorance of English educational history, partly through insensitiveness to the finer issues involved in the teachers' work.

But, after all, it is the higher civil servants in Whitehall, who suggest to Ministers the

form which legislation may take. Legislation is like a serial story. Successive governments have written in turn different chapters of income-tax and death duties. But at work on the problem are prescient, expert minds, more permanent in their seats than the Cabinet Ministers whom they serve. Before judging therefore whether it is likely that a British Government will propose to turn the teaching profession into a branch of the Civil Service, it is well to ask whether the master minds of Whitehall think it advisable to bring about such a change in the interests of public administration.

On the whole, I think, it would add to the perplexities and bothers of Whitehall if English teachers were turned into civil servants. The Board of Education has tried to wash its hands even of the bother of examining teachers for the Government certificates. Would it be glad to be harassed, like the Post Office, with the appointment, promotion and payment of the whole profession? If a future Government, in its desire to cut down the Budget, decides to make English teachers in State-aided schools (whatever might be the preliminary reasons assigned) with the ulterior purpose of reducing the aggregate salary bill. In that case, the Treasury would probably find that it had to deal with a reluctant Board of Education. But, in a Cabinet, the Chancellor of the Exchequer generally has more weight than the Minister of Education, and the capitulation of the latter might be expected.

III

In England, there is no creative reason for making teaching a department of the Civil

Service. A creative reason for such a policy there was in parts of Australia, where the vast problem of providing schools for a new country had to be tackled, and perhaps could only be quickly solved by organizing the teachers as a mobile column of Government servants. So far as England is concerned, there is only one angle from which such a policy can be viewed as creative and not as restrictive. This angle has its apex in the problem of school examinations. The English Government has delegated to University bodies the task (regarded in the rest of Europe as essentially a function of government) of awarding the certificates which are presumed to be the guarantee of a pupil's having assimilated the first stages of a liberal education. There were good reasons for this delegation. At the bar of our educational history, the decision is justified. But it entails the method of external examination. It gives less voice in the award to the teachers in the schools than is allowed by the alternative system now in vogue in Central Europe. In special cases, it cramps the teacher's freedom. He or she has to keep an eye on the examination syllabus, and cannot take an independent line within the broad limits of the school programme. Up to the present, I doubt whether, on balance, very much harm has been done by this restriction on the English teacher's freedom of educational initiative. It is true that some teachers (and those among the most artistic and progressive) do feel hampered. The rank and file, however, are not galled, and we must admit that the slacker schools have been pulled out of the rut of superficiality by the (not very exacting) requirements of the external examining

authorities. But the wind is changing. More thought is being given to the process of education—and especially to the co-ordination of physical and emotional training with the discipline of the discursive reason. Gradually, also, the standard of the school examinations is rising. In the not distant future economic pressure may force the standard higher still. This will mean that a good many teachers will feel increasing discomfort at the limitations imposed by an external examination syllabus on their freedom in conducting the work of their classes. They will have to follow a *tempo* fixed, not by their sense of their pupils' need, but by the necessity of getting them ready to answer questions which may be set in the examination paper. Compared with this exasperating restriction upon the teacher's freedom, the German arrangement, which allows the teacher to share in setting the questions which his pupils will have to answer, is liberating and congenial, though by no means "a soft option."

Our English problem, therefore, may be how to adopt the essentials of the German system of school leaving examination without scrapping our present system of external examining authorities. Personally, I should regret repudiation of the services of the University examining boards. They are painstaking, well organized, and their good name is unclouded by suspicion of favouritism or by carelessness. But the method of external examination is incompatible with the freedom which some excellent teachers may justly claim and which it is in the public interest that they should enjoy. Is there a way out of the *impasse*—short of turning the whole teaching profession into a branch of the Civil Service on

German lines and conducting the Leaving Examination by the State through Government inspectors associated with the staffs of the secondary schools, each of the latter being treated as a unit for examination purposes? This is a difficult question. Some light is thrown upon it, so far as England is concerned, by the experience already gained in the conduct of the examination for National Certificates in certain approved technical schools. The method of that examination is virtually the German method. The papers are adjusted to the different needs of each school; in the award of certificates, the pupil's school record is taken into account; and the examinations are conducted by Government inspectors acting in co-operation with the staff of the school. The awards are accepted by the professional bodies. The results of the experiment are stated to be satisfactory. But the scale of operations, as compared with that of the examinations in secondary schools, is small. The volume of worked papers is relatively minute. And the Universities, with the demands of their faculties, are not involved.

Perhaps, subject to the consent of the University Boards, a few schools, applying for permission, might be scheduled in a special category and allowed to have their first school examination and their higher certificate examination conducted, on lines similar to those now adopted for the National Certificate, by Government inspectors (or by University inspectors recognized, *ad hoc* as Government inspectors) in co-operation with the staff of each individual school.

IV

In responding to the Editor's invitation to write on the subject of Teaching as a Branch

of the Civil Service, I feel as Joseph Priestley must have felt when he wrote about Dr. John Brown's proposal for a National Code of Education. Like him, I am far from satisfied with the present intellectual standards of the English schools. We, at the Universities, like our colleagues in the primary and secondary schools, must admit that we make a very poor job of teaching the mother tongue when we compare the results of our labours with the results achieved in France and even in Germany. But I have a profound belief in the essential excellence of English education. We have escaped, so far, a false intellectualism. We have not surrendered our belief in the value of games, hobbies, administrative responsibility, and ethical tradition in the training and self-training of the young. We have never capitulated to the false gods of "modern education," though there has been a good deal of lip-worship of these popular idols. And, like Joseph Priestley, I view with apprehension the well-meaning but clumsy fingers of the State. Through freedom we may work our way—half unconsciously—to a fuller recognition of the fact that, in a liberal education suitable for the rank and file of humanity, a close connexion between physical movement, emotional excitement and mental discipline is vital. And, therefore, I shrink from any plan which would now convert the teaching profession, or part of it, in England into a branch of the Government service—because this change might stereotype pre-suppositions about "national education" which I, for one, distrust and disbelieve in and regard as baleful to the instinctive good sense which the English have not yet lost—*Journal of Education*, Feb. '32.

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A TEACHER'S RESPONSIBILITY.

BY MR. T. C. RAMACHANDRA RAO, B.A.

Nirmal.

RIGHTLY estimated there is no other profession in the world that can compare in its nobility and sacredness of character with this of imparting knowledge. It is this that makes man a man and lays the foundation of his success in life. All other professions are only off-shoots of this parent stem and depend for their proper functioning upon the soundness and healthiness of this. In other words, this is the root and the others are only its fruits. But few of us realise to the fullest extent possible how pious and lofty is this profession to which we have the pride and honour to belong. It is no easy task to shoulder the high responsibilities enjoined upon us. But is it not a fact that many of us enter upon our duties as teachers quite light-heartedly and never take pains to rise to the level of ideal teachers? The failure of teachers to discharge their work satisfactorily will not only lower them in the estimation of students but will in the long run, lead to national deterioration. For to us is entrusted the key to national greatness and prosperity. A glance at the educational aspect of the history of nations will bear testimony to the fact that their destinies have been largely shaped by their system of education and culture. Nations have risen or fallen as the result of the rise or fall in the traditions of their culture. So a teacher can truly be regarded as the architect of his nation.

As the possessor of the treasure of knowledge the teacher or guru can rightly claim and enjoy a position of respect and veneration in society. This was specially so in days of old when the least disrespect shown to a teacher was treated as the worst of sins. Hindu scriptures enjoin on their believers thorough obedience and respect to one's guru.

Our status in society at present has undergone a sad change and for this no one else is more to blame than ourselves. This only reflects that all is not well with our system of instruction. We have by our position, given rise to a class of persons who look askance at us and treat our profession with ridicule and contempt. It is therefore our bounden duty to make ourselves worthy of our name and by selfless devotion to work, secure for ourselves a place of honour and distinction in society.

This is possible only when we realise fully the nature of our work and prepare ourselves to discharge it to the best of our ability. Anyone and everyone cannot be a teacher. The mere possession of a degree or diploma does not by itself constitute a successful teacher. Many may be men of culture but yet may be sadly lacking in the knowledge of the proper way in which it can effectively be imparted, whereas on the contrary many of the so-called teachers may aptly come under the category of pupils.

So it is essential that teachers must be men of sound and perfect knowledge, though not in all, at least in those special branches of study that they select for their work. With the possession of culture must be combined an ever-anxious desire to still further improve it by coming in contact with men who have made a name for themselves in the field of education or by the perusal of books of a highly educational value. In all cases, the stock of knowledge that a teacher holds must be widened to its greatest possible limits. Like everything else, the art of teaching also is undergoing change and a successful teacher will do well to fully acquaint himself with these changes as effected in America, Germany, Japan, England and such other progressive countries. This acquisition of information of the reforms in the field of education will not only broaden his mental out-look but will help him to keep himself and the students committed to his care abreast of the times.

Nor is the possession of culture of any value unless the teacher knows how to impart it to young brains. Hence the importance of training for teachers. Training colleges and schools have for their purpose the production of a class of efficient teachers who can safely be relied upon for educating the youth of the country on up-to-date and satisfactory lines. A trained teacher will certainly be aware, that any system of teaching to be fruitful, must take into consideration the tastes, the inclinations and the mental capacity of the young pupils com-

mitted to his care. It is indisputable that all the students are not of the same mental calibre. Some can readily grasp the matter taught and some cannot without great effort. The importance of the study of psychology in the classroom cannot therefore be over-estimated.

Besides being trained, a teacher must have personality. By this is meant not merely good and commanding personal appearance but the ability to maintain discipline in the class by one's very presence, and make the class lively. A good personality is a great help to impressive teaching. Where the atmosphere of a class is dull, the arousing of interest in students becomes almost an impossibility.

One of the important secrets of discipline is work. It is a true saying that idle hands find mischief to do. If students are always kept busy they will not find leisure to create trouble for their teacher. It is however an erroneous notion to associate strict discipline with dead silence in the class. Students must within limits be allowed the privilege of putting reasonable questions to the teacher in connection with the subject taught and get their difficulties solved. This is the sign of healthy activity and will help to make the lesson well-understood. But when there is a tendency to create wanton mischief, a mild rebuke or a glance of dissatisfaction from the teacher should suffice to restore the class to order. The use of the rod as an effective and indispensable weapon to maintain discipline is steadily losing ground and

is never restored to, except in exceptional cases. In a word, nothing else serves so well to maintain discipline in the class as the presentation of lessons in a thoroughly interesting way.

This is possible only when the teacher comes thoroughly prepared for the work to be done in the class. An unprepared teacher will not only make his class cheerless but will lose the regard of his students. Instead of the spell-bound interest with which students must listen to him, you will find a spirit of restlessness and an anxious longing for the bell to go, thus bringing that monotonous period to a close. Short notes on the lessons to be presented will facilitate the work of a teacher. He will be in a position to know what to touch upon and what to safely omit. When students know that their teacher has come fully prepared for his work, they will feel sure of having sound instruction that day and this will make them listen to him with rapt attention.

To still further improve the quality of his teaching and make it as far as possible quite practical he may make use of maps, charts, models, illustrations, good and apt stories and questions. This specially applies to the case of young pupils whose eyes play a greater part than intellect. Education by pictures is the recognised feature of to-day. The date is not far distant when cinema films and gramophones will be given their due share in the realm of education. In England great attention is being devoted to the preparation of a series of

records suitable for teaching correct pronunciation, and we may rest assured that India will not lag behind in introducing this new feature in the curriculum of studies.

Teaching by means of stories has the same end in view, namely, that of making the matter taught easily assimilable by young pupils. With what great interest children listen to the narration of stories is a matter too well known to need emphasis. It is in the fitness of things that story-telling is recognised as an indispensable factor in the education of children and given one period a day in the primary class time-table.

The method of teaching by questioning promotes liveliness in the class and stirs to work the intellect of the pupils. Where the teacher goes on giving a sermon-like lesson without even stopping to question if the students are following him, he may expect nothing fruitful of his efforts. The students will be sitting like so many dumb figures before him and some may even feel an inclination to doze. The yawning of students in a class surely indicates which way the teaching wind blows. It is therefore imperative on our part to spare no pains to make our lessons impressive and interesting so that the students may leave the class with an idea that something substantial has really been gained that day and we may have the supreme consolation of having done our duty to the best of our conscience.

As teachers it must be our motto to produce such a class of patriotic and

zealous citizens as will be prepared to sacrifice their all in the service of their mother country and elevate her to a position of vantage in the comity of nations. The aim of education is the formation of character. This is possible only when the teacher and the taught move in a healthy environment. When teachers, to whose care and attention young children are committed, are men of unimpeachable character, you may expect to have in due course of time a class of men that will be a veritable asset to their nation. The mere understanding of the meaning of words and the ability to repeat the same parrot-wise is not the be-all and the end-all of education. We think that our work comes to a close when we have made our students pass some examination. Nothing is more erroneous. Education is not simply preparation for examination but it is preparation for life. The success in life of a student is the out-come of the training he has received in his youth. Many lives prove sorry failures only for want of men to properly guide them. In the words of an eminent educationalist, "Education is not teaching but catching, the arousing of the latent faculties of young pupils and nurturing them, it is the making of a man, a man able to shoulder the responsibilities of his life in a manner that will do him and his teachers credit."

School, as is often thought, is not a Ford factory turning out passed men but a shrine of enthusiasm, a play-ground of the soul; each teacher is an artist and each student an object of art.

The formation of admirable character—the key-note of true education is possible only when the teacher realises that he is to his students a guide and a friend and not simply a rod-wielder to punish students when they fail to give the correct meaning of words. Much useful work can be done on smooth lines when a more intimate and happy relation is established between the teacher and his pupils, than what is now found. This reminds me of the Gurukula system of old where the students and teachers remained always together in and out of school hours. The students had the fullest opportunities given to them of imitating their teacher in every detail of life and closely following in his foot-steps. This is now conspicuous by its absence, though here and there efforts are being made to revive the ancient Gurukula idea by the establishment of residential schools and colleges where opportunities will not be wanting of fully bringing the personality of the teacher to bear upon the character of his students. In his recent message to the Teachers' Association, London, Mr. Gandhi has dwelt upon the importance of love as the sole factor in bringing the students and teachers together. In the school and the playground teachers must move with their pupils without feelings of reserve or restraint, as born comrades-in-arms. Where such opportunities are afforded, there will be a wide field for the harmonious growth of all the excellent qualities that constitute admirable character.

Teachers, besides freely mingling with students, must not lose sight of the importance of meeting the parents of boys and keeping them in touch with the progress of their sons at school. This is a thing very badly needed in India and much more so here in our Dominions. It is a highly regrettable thing to find few parents ever realising their responsibilities for their boys. The majority assume that their responsibilities cease the moment they send their boys to school, and never hesitate to take the teacher to task for all the faults of their boys,—rightly attributable to their sheer indifference. In India specially students remain only for a few hours under the eye of their teacher and for the major part of the day they remain with their parents and associates. Hence parents are largely to blame if their boys go astray. To enable pupils to become useful members of the society in which they live and worthy citizens of the country to which they belong, it is essential for teachers and parents to work in close co-operation and mutual good-will so that the best of home and school may harmoniously blend in the formation of the character of boys. With a view to bringing parents and teachers together some schools have the institution of Parents' Day when the parents of boys visit the school and acquaint themselves personally with the different activities of the school and the share their boys take in them.

As the question of remuneration for our work largely determines the quality

of our work, a few words in this connection will not be out of place. It is rightly pointed out that to see our students prospering well in life and contributing their quota to national uplift must be considered as the only true remuneration for our work. But how many of us consider this? Only a handful. The majority calculate their work in terms of rupees, annas and pies and when their remuneration is in any way affected, their taste for work naturally undergoes a change. When our mind is solely concentrated upon our material remuneration, that selfless devotion to work that is demanded of us for really effective and useful work, will be almost an impossibility. The profession of teaching is admitted by all to be the noblest of professions, though the sorriest of trades. Perhaps the argument may be advanced that a teacher is not a statue, but has a body and soul to maintain. True. But to regard ourselves only as wage-earners reduces us from that noble height to which our sacred mission has called us to the low basis of coolies. We are entrusted with the highly responsible and pious work of carrying the torch of knowledge into dark corners of ignorance and leading humanity on the path of duty. When such is the pious nature of this noble calling who would like to impeach it by such base considerations? Wish for remuneration within reasonable limits is justifiable but to make a trade of our work is highly condemnable.

Before concluding this paper, I think it is necessary for me to point out that

the activities of teachers must not be confined only to the class-room but they must extend also to the field outside. As limbs of society, teachers have a prominent part to play and by their sacrifice and devotion enable their nation to occupy a position of honour and respect.

Some are opposed to the idea of teachers taking part in public life. They say the work of teachers actively engaged in discharging their duties in school, is likely to be prejudiced by their participation in public life. But when a teacher has retired from his work, there is no reason why he should not usefully

serve his country by educating his brethren in their civic duties. The example of such veteran educationists as the late Mr. G. K. Gokhale, the Right Hon'ble V. S. Srinivasa Sastry and the presence at the recent session of the League of Nations, of the Hon. Sir Coyajee, the retired Principal of the Presidency College, Calcutta, and Prof. L. K. Hyder of the Muslim University, Aligarh, and of many other professors representing different countries, proves beyond the possibility of doubt that we may, like them, do our bit for the cause of humanity and "Departing leave behind us Foot-prints on the Sands of Time."

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PROFESSIONAL CONSCIOUSNESS.

BY MR. Y. LOCANADHAM,

Bapatla.

I was a summer morning and I was coming from the upland taluqs of the District. I saw a friend of mine at Guntur. He was in the company of his Vakil friends. There was a boy among them. As soon as I saw my friend, I naturally thought that he would accost me as I was running to get into some compartment. No such accost was made. The train took us soon to Tenali. My friends entered the Refreshment Room by one door and I by another. As I found a seat vacant on the bench on which they seated themselves, I went there but sad to say my friend asked the boy to sit there. My tiffin was finished and we proceeded to the platform to catch the down-passenger. My friend was silent throughout. As soon as we got down at our destination, his friends left him and he asked me to stop on the platform. Without stopping, I was making my way out when he asked me about his boy's tuition. I kept quiet and he proceeded saying that he would pay me amply. I did not reply. This is one instance. Early in July last an old Headmaster was retiring. They were holding a send-off meeting and they were talking much of the dignity of the profession, etc. Meanwhile three Vakils came there and two teachers also followed. The organisers took care to accommodate the Vakil friends as the hall was already full. The teachers were left to themselves and they seated themselves in the window driving out some of the school children. Let these two incidents speak for themselves.

Such are many in the life of a teacher. Hard facts cannot be easily forgotten. We

have neither the dignity nor the self-respect. The estimate of our profession is more perhaps aptly said in these words: "The school master is a drudge, unimaginative, inactive, with no interest in affairs outside the pale of his circle. He is unaffected by great popular movements. So lacking is he in the qualities which go to make up the man of the world that he is ignored in the club, treated with contempt or at best considered to be a harmless creature by society." Thus the teacher in fact has become a term of reproach so far as the general public is concerned, though it is agreed that he is conscientious, sincere and devoted to his work. Such being the esteem in which we are held, shall we keep quiet and not ponder at least on the root causes of this attitude of pity? This attitude of pity must be resented. For everything and anything, we approach the public with a beggar's bowl. If we want to make our meetings well attended, we require a patron from the other professions. The Advocate's princely donation, the Vakil's generous contribution and the trader's munificent gift make us rejoice and help us to run a federation meeting or something else. Other professions think that the pedagogue is a thing of pity and a veritable 'poor relation.' We are responsible for our status in society to-day. We lack that great thing called professional consciousness. Why do we lack it? Is it because our education has not developed that sense? Is it the hand-to-mouth living part of our profession that is responsible? My answer to all these is "Nay". The

whole fault lies at the root. The teacher's profession has become the resort of every unemployed. The dunce in the class thinks that he can become at least a good teacher. The raw product of an educational factory thinks that he can become a teacher without much training. The manager is ready to entertain any and everybody on the minimum pay. Such being the case, how can we engender professional conscience? One must have inborn love for the profession one chooses, whatever may be the emoluments. Having entered it, one must never think of leaving it however much the manager may mismanage the affairs. All the bitter pills administered by the manager must be swallowed until we have the strength to rebut them. We need therefore an organisation and we should never hesitate to muster together and form a band of professionals.

How can we be strong, if we are not united? Because individual grievances are not set right by some organisations, we should not grow apathetic towards guilds and associations. The teacher is at best now a harmless creature in society, who can be ignored in the club or elsewhere. The professionalist never pauses to consider the meaning of unions and guilds but joins them as in duty bound. If we are united and have that sense of the profession nobody will care to treat us with contempt or consider us as poor relations of pity. Their condescending nature will cease and they will treat us as equals and men with respect and dignity.

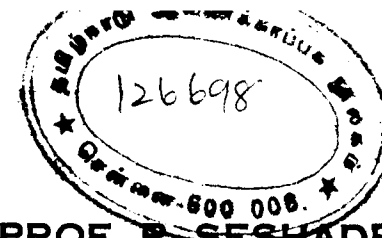
Our brothers in England and America have a very strong feeling of this spirit. They work with a sense of the profession to which they belong and so they are a driving force in the realm of politics and society. Let us emulate them if we can or be ever fallen.

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AN INDIAN EDUCATIONIST—PROF. P. SESHADRI.

BY MR. O. SUNDARARAMIAH, M.A.,

Cawnpore.

THE entire educational world of the United Provinces will feel deeply interested in the news that Prof. P. Seshadri has resigned the principalship of the Sanatana Dharma College, Cawnpore, and has accepted the principalship of the Government College, Ajmer. While a large circle of friends will feel gratified at his elevation to the principalship of a Government College, on the maximum salary of the appointment, which has been sanctioned as a special case by the Finance Department of the Government of India, there will be universal regret at his impending departure from these Provinces in which he has worked strenuously for the last fifteen years and has left his mark at more than one educational centre.

On the inauguration of the Benares Hindu University in the year 1916, Prof. Seshadri's services were secured for the Headship of the Department of English Studies at the comparatively early age of twenty-nine, and in this capacity he worked with distinction for a period of twelve years, taking a prominent part in the general affairs of the University, besides discharging his professorial duties. As an active member of the various University bodies, as the Editor of the University Magazine and as a successful collector of funds for the Uni-

versity, his services were of great value and it is not surprising that they were recorded by a special resolution of the University Council on the occasion of his departure from Benares.

It was in August 1928 that in response to the repeated requests of the authorities of the Sanatana Dharma College, Cawnpore, he assumed the principalship of that institution. But it is a matter for regret that he has severed his connection with the institution after the short period of slightly over three years during which, however, the College witnessed improvement and expansion in many directions. The introduction of post-graduate courses in English and History, the opening of Politics and Mathematics in the B. A. courses and the inauguration of Law classes, all within the short period, is more than significant of his efforts to raise the institution to the status of a high-class modern college and, as is well-known, it was only financial limitations which prevented further expansion.

A special tribute of praise must be offered here to the rich corporate life which he always tried to foster in the college atmosphere. His activities were by no means confined to the class-room and he was a very familiar figure at the debates of the Union and on the play-

grounds. The college was able to acquire an astonishingly large number of debating and athletic trophies during these years, including All-India Speaking prizes and numerous Inter-Collegiate shields in Cawnpore itself. As President of the Cawnpore Inter-Collegiate Tournaments Committee, he also played no small part in raising the standards of the various games in the city and in ensuring that college teams played their tournaments in true sportsmanly spirit.

No account of Prof. P. Seshadri's principalship can be complete without a reference to his generous financial assistance from his own private means, to large numbers of poor students struggling for help in the prosecution of their studies. Nor will his devoted students forget his magnificent library, reputed to be one of the finest private libraries in India in English Literature, to which they had free access and from which they were able to draw as great an inspiration as from his own personality. It is no wonder that during his regime the College became the most popular centre for advanced studies in English among the colleges of the Agra University and in the very first year of affiliation for M. A. in English, it passed as many students at the Previous Examination as all the colleges of the Agra University put together and practically all the leading

places in the University at the last M.A. Final Examination in English went to the students of his college.

As the President of the All-India Teachers' Federation, as Secretary to the Inter-University Board, India, as a lecturer on many a University platform, as a frequent contributor to the press and as a member of various University bodies in these parts, his services have been invaluable and he will carry with him to his new sphere of duties, the good wishes of a very large circle of admirers in these Provinces. It was only the other day that Prof. P. Seshadri returned from an extensive tour in Europe and America, representing India on the Educational Experts Committee of the League of Nations in Geneva and World Conference of Education in the United States of America and it is a pity that the educational world of these Provinces should not have been able to retain his services so as to benefit more fully by his new experiences and should have allowed the Government of India to snatch him away for the principalship of one of its own colleges. It is no exaggeration to say that thousands of students will raise their thoughts of affectionate farewell to him when he leaves in a few days the familiar haunts of fifteen years of solid educational work for the younger generation of these Provinces.

CORPORAL PUNISHMENT.

BY MR. S. BUCHANNA PANTULU, B.A., B.ED.,

Cocanada.

IN this age of experiment in educational methods corporal punishment, a relic of the barbarous times and rough days, is not a method worth adopting. The rod need no more be flourished, and the sharp tongue need no more be employed to produce satisfactory results. The boy being punished and disgraced in the very presence of his fellow-students loses self-respect which is the most reliable shield for man against vices of all sorts and it is no wonder to find him indulging in those very vices which are absolutely necessary to be guarded against by the young. It is simply the height of imprudence on the part of the teacher to punish his charge simply because he himself feels handicapped and crippled in dealing with the delicate problem that presents itself to him. I think the blow-striker is prompted by passion and not by reason. However grave may seem to be the provocation and however serious may appear to be the fault, the teacher, not only the teacher of Mathematics, but also every teacher, in whatever sense the term teacher is used, has first to discover the root cause. A reflection will at once bring home to him the fact, the hitherto unnoticed fact, that the odious result was mostly the effect of a cause he himself sometimes brought into being through sheer want of wakefulness. If a pupil of the fourth form commits the mistake '9 plus 7 is equal to 16, is it not the outcome of the teacher's want of watchfulness? I will speak with all the emphasis and candour of which I am capable that by harsh and rough treatment of the innocent and ignorant boys

the teacher is evidently manufacturing, though quite unconsciously, cowards, sycophants, liars and slaves of the first water. In taking such a rash step we are adding to the difficulties and perplexities of the question rather than contributing towards a solution. In a word, it is an ill wind that blows nobody good.

Every educationist admits that human nature is progressive, the progress is sure and certain though in some cases quicker and in others slower, all depending on the all-controlling will. A teacher has to understand that everything has a cause behind it. A teacher has to enter upon a double vigil. No methods of discipline other than those of love can ultimately succeed. Many a life could have been of great service to the country, many a character has collapsed, many a good soul has been spoiled and many a fertile intellect is made barren—all this by sparing the new method of discipline, that of love, and not by sparing the rod, the devilish rod, the terror of the pupils.

A teacher controls the destinies of a large number of pupils and presides over their fate. It is in his hands to make out of them good and valuable characters or wicked and worthless characters. If he pities and removes the ignorance from pupils instead of punishing it, and if he has gigantic patience and composed views, the most vital condition of the success of a teacher, he can successfully discharge his duties as a teacher.

It is a matter for profound regret that even experienced teachers indulge in corporal

punishment, perhaps with the deliberate intention of producing better results. Are not the results disappointing? Don't the pupils entertain an idea that the teacher is a tyrant? Thus, the one fundamental thing, love, is gone, gone for ever. It needs no remark that by love more things are wrought in this world and that whatever is done through love leaves a deep and lasting impression on the minds of pupils. What a wonderful thing is LOVE! The teachers should win the love of their pupils. The pupils should be held not by force but by the silken chord of love.

Another deplorable result that corporal punishment produces is intellectual paralysis. The moment a pupil sees the rod he loses a portion of his conscience; when the rod, the terrible rod, actually falls on the hands, the

pupil is almost in a state of unconsciousness. His mind does not function. The nerves cease their operation. What little the pupil, the poor and innocent pupil, knows, he totally forgets and the simplest question, what is 2 plus 3 equal to, is rarely answered in such a state of affairs. As long as the rod exists education will never thrive and men and women cannot be produced as the rod hinders the growth of their physical, mental and moral qualities. The teacher's primary function is to instruct but he must also guide. In a majority of cases, caning seems to be his primary function.

In a word, if boys be rightly handled, we can make them learn to live rightly, to think rightly, and to act rightly.

LIBRARIES IN HIGH SCHOOLS.

BY NEMAM T. S. THIAGARAJAN,
Tirukatupalli.

(Continued from p. 60, Vol. XXVII, January 1931.)

9. In my last article I pointed out some of the common defects in the library establishment in the high schools. Now let me suggest some remedies to remove those defects and to improve their utility and usefulness.

10. In any library, however small and ill-equipped it may be, the authorities should see that there are at least so many books as to give each student three books at a time. Of these three books, two should be in that literature in which the student wants to be proficient. Here it should be noted that the choice of selecting these two books should necessarily be exercised by the student and not by the librarian or the teacher. Because the student, before he begins to study the subject for which he has a personal partiality, or say, taste, wants to have mastered to a certain degree of fairness the language in which he is to convey his erudition of the particular subject in which he makes a special study. And this kind of mastery of one language should be complete ere the student begins to learn the first lessons of the special subject. For example, if a student takes up physics as his optional subject in the fifth form, he should be able to write two or three pages of good, simple and correct English, or Vernacular, whichever is the medium. If he is able to do so, then it means, the pupil would not make any blunder so far as the language is concerned, or at least would not write sentences that would trouble either the teacher or the examiner with equivocal

meanings, incoherent statements and confused ideas. And with regard to the subject too, it can be said without mistake, that he can understand it, if he properly studies the textbooks.

11. Now the question of the selection of the third book comes. Unlike in the former case, the selection of this book should be made both by the student and by the teacher of the special subject, who knows the capacity of his pupil, and the next book or lesson he should study, in order either to understand better the lessons that are going on in the class, or to be in advance of them. Here the services of the teacher of the special subject are quite indispensable to the student. Before giving the book to the pupil, the teacher should give him the necessary instructions as to how it should be studied and also some explanations of the difficult passages or portions of the volume.

12. Of the first two books of literature one should deal with the practical world. That is to say, it should educate the reader in the modern improvements of living, the etiquette of the society, the invention of the aeroplane and its part in the world, the adventures to the polar regions or on the Himalayan heights, about some contemporary personalities of fame in politics, literature, science, arts and army, and some such things, which would serve to increase the knowledge of the reader of the outside world,



A CLASS-BOOK OF SPOKEN ENGLISH. ENGLISH DIALOGUES

BY
H. MARTIN, M.A., O.B.E.,
PRINCIPAL, ISLAMIA COLLEGE, PESHAWAR.
Seventh Edition. Price. Re. 1.

Contains 160 Dialogues and Imaginary Conversations.
EXTRACT FROM THE PREFACE.

No doubt the best way to learn to speak "English as she is spoke" is to talk constantly with English people. But Indian children as a rule get very few chances of doing this, and in consequence the English they speak is too often a rather stilted "Book English." However, in the absence of chances of familiar conversation with English people, a good second-best way of acquiring a knowledge of colloquial English is the study of such dialogues as are given in this little book.

This book of English Dialogues is designed to give Indian school boys an acquaintance with the living tongue as it is spoken by ordinary Englishmen to-day. But the boys should be encouraged to read the dialogues assiduously both in school and out of it.

COOPER, Publishers, BOMBAY.

13. The other should naturally be of pure literature. It may be a novel from the pen of a Wells, or a drama from the hands of a Bernard Shaw, or a song like "C. L. M." of John Masefield, or an essay that brings before the mind of the boy the picture of an Italian landscape or Taj Mahal beauty.

14. So, from the above suggestions it will be clear that the library in a high school should be so provided with books that it can be made possible to give each student three little volumes, one in literature, one of tales of adventures, etc., and one in the subject in which the reader delights to make a special and thorough study.

TIME-LIMIT FOR A BOOK.

15. Now an important point confronts us with regard to the time-limit for a book. Most commonly it is one week in many schools, and in some other schools they give the students as much time as they think the young people would take to finish the books they get. There are some other schools which issue books to the students and get them returned at the sweet will and pleasure of the students themselves, even if it be two months or two days. There is a custom prevalent in some schools where they give their pupils a second week's time if they are unable to finish them in the first week. The absurdity of this last system is that when a student takes eight days to go through a volume, he will have to be without a book from the library in the enhancement of the time-limit—the second week—for two or three days. And this will smother the interest of the boy in studying more books than his texts.

16. The following system of time-limit for books may, with advantage to the students, be adopted. That is the teacher and the librarian in consultation with the pupil should fix the time-limit as so many days according to the size of the volume. At times the student may not be able to finish it within the said time-limit. In that case, the time-limit should be extended by only so many days that he may require to finish it, and not by the usual way of recording the book in his name for another week or fortnight as is the custom in many schools.

THE LIBRARY CHIT OR RECEIPT.

17. The essential part played by the library receipt in the field is grossly misunderstood by everybody. Even the librarian, the class teacher and naturally all the boys consider this merely as a license to get a book from the library. From this point of view, all the receipts, when they have served their purpose, are thrown out in the famous waste paper basket. In some cases they are returned back to the students as soon as they return the books that are issued in their names to the library. In the eyes of the librarian this receipt plays another important roll too. When any book is found missing, he pours over these receipts to find out the person who has not returned the missing volume.

18. If the library receipts are only for the above stated purpose, then I may say without committing any serious blunder, that the whole system of issuing books by receiving these receipts may altogether be abolished. It should be noted here that the man in charge of the library has a big note-book in which each page is dedicated to the

name of a student. As soon as the book is issued he writes down the name of the book in the respective page. This is done, generally, by looking into the receipts where the name of the book is written by the student himself. This is the second service rendered by the library receipt to the librarian.

19. In both the above stated cases some of the troublesome duties of the librarian are relieved by this chit, and is meant to serve no other special purpose. This is only a superficial idea when compared to its true necessity. It has various functions to discharge and will be found to be more useful than the librarian himself. It not only authorises the student to get a book from the library but also teaches him the proper way in which he should apply for it. It is not a bit of paper for a casual reference but a permanent record of the names of the books the pupil has studied. It is not to be thrown into the waste paper basket, but is to be preserved in serial order by the students so that they may be ever ready for the eager perusal of the enthusiastic teachers.

20. In my humble opinion these library receipts should be in the form of a small hand note-book containing about thirty to fifty sheets. The boy should mention the name of the book in the receipt after consulting the teacher of his special subject and the librarian

as said before. Then this note-book should be handed over to the librarian, who, accordingly would give the boy the required book along with this file of receipts after entering the name of the book issued in the big note-book.

21. The advantage of using this file of library receipts will be very much appreciated by the teachers concerned in selecting books. It is easy for them to know the grade in which their boys are, the books they are studying, and also the time they have taken to do so. Another important service of this file is that it will afford comprehensible reasons for the teachers whether their students have really studied these books, or whether they have taken them home simply to look into the nice pictures they contain. The number of days allotted and the number of days the students have taken will most commonly confirm the verdict of the instructors.

22. I would like to say that the taught may as well be asked to jot down the new things they have learnt from a fresh book from the library on the back of the page that got them the books. This method of remembering the names of the books studied by them will give them sufficient hints as to their contents too. A casual glance over this useless file of library receipts is equal to the second reading of the books already read.

23. THE FORM OF THE LIBRARY RECEIPT.

Date.....

Serial number.	Book number.	Names of the books.	Time allotted by the teacher.	Time taken by the pupil.	Date of issue.	Date of return.
(1)		(Literature or Medium language).				
(2)		(Book of travel, adventures, etc).				
(3)		(Book of the special subject).				

Initials of the class-teacher.

Initials of the teacher of the special subject.

Signature of the Librarian.

Both are rare—a successful teacher, and a successful text-book.

Here are three text-books that challenge your attention.

1. **Progressive English Composition.** By P. C. Wren.
47th Edition. Price, Re. 1-8.

Unequalled as a modern course of English Composition. It teaches the subject in a direct manner which grips the attention of the student. As a text-book *par excellence* of English Composition, it holds the field for the last twenty years.

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This comprehensive course of English Composition supplies the teacher with varied and interesting material for lessons in English Composition for higher standards. It is conceived of and planned on lines most favoured by experienced educationists, and will not fail to secure the best results, if used systematically and conscientiously for class-work. It has rapidly become a favourite text-book all over the country.

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It is the crowning effort of a series of text-books written by this well-known educationist, and is admittedly far ahead of a host of text-books of English Grammar. It finally puts on a sound basis the teaching of this important subject, and infuses life in it by co-ordinating it with Composition. Hence it may be truly said of this text-book that it has once more brought English Grammar into vogue.

COOPER, Publishers, BOMBAY.

PLACES OF EDUCATIONAL INTEREST.

XI. THE GOLDEN ROCK WORKSHOP AND COLONY SCHEME.

BY MR. L. N. GUBIL SUNDARESAN,
Teppakulam, Trichy.

ORIGIN.

The Golden Rock colony and its workshop are the outcome of the transference of the South Indian Railway head-quarters from Negapatam to Trichinopoly out of political and administrative grounds. The lay-out for the scheme was accepted in 1922 and to-day the colony and the workshop are humming with life.

SITE.

The site of the Golden Rock colony lies two miles South-East of Trichinopoly near the historic Golden Rock which was an out-post in the Anglo-French duel round Trichinopoly in the 18th century. The area has its slope from North to South and comprises high and dry land, with its corresponding natural advantages for living. The Golden Rock station lies close to the site by a few minutes' walk from Trichinopoly Junction on the Trichinopoly-Villupuram chord-line and the Trichy-to-Tanjore line.

FROM THE STATION TO THE SHOPS.

From the station the visitor can easily see the stone boundary wall nearly ten feet in height, encircling an interior area of nearly 210 acres. This wall is but within five minutes' walk from the Golden Rock station. Access to the interior is through the gates in all the main directions. These gates are guarded and provided with time-checking offices. At the further gate, the visitor will meet two pit traversers, running North to South, planked by concrete pavements. Electric traversers, one underground and one overhead,

serve as links to carry materials from shop to shop, while electric battery trucks ply from shop to shop and an electric crane operates through the length of the pit.

AT THE SHOPS.

The shops are of steel frames on steel columns. They are wide and are enclosed by a wall of stone, unearthed from the quarries near the five rocks, another site of historical importance in connection with the Carnatic Wars. Those open into the pit along steel shutters on rollers and are connected by a net-work of permanent railway of nearly 20 miles. They are worked by power-supply from a central power-house which supplies electricity, steam, air and gas, not only to the workshop but also for water-pumping, sewage-pumping and colony amenities. The atmosphere of the shops is dominated by machines in the shape of over-head travelling cranes, electric motors and a fleet of electric battery trucks.

THE WORK AT THE LOCOMOTIVE SECTION.

The work in the locomotive section of the workshop is varied and interesting. The engines are stripped. The dismembered parts are distributed to various shops for overhauling, cleaning and examining. From the engine-shed, we pass on to the foundry. At the foundry, modelling in sand is carried on through a complicated process and various moulds are made both in brass and in iron. Adjacent to the foundry is the pattern shop which contains a mechanical wood-worker, saw-bench, planer and grind-stone. The

smithy is fully equipped with underground ducts for draught and exhausting of fume. Various machines do the hammering, forging, grinding, drilling and engraving, while sensitive scientific instruments record the temperature of steel. When thus the parts emerge out of the smithy, they are fitted in the machine shop or collected and stored. Passing out of the fitter's shop, the engines are erected and moved in electric traversers. After this, the engines are taken to the trial shed where weighing and steam tests are conducted.

AT THE CARRIAGE SHOPS.

From the locomotive shops we pass on to the carriage shops. The saw-mill shop is provided with saw-mills, planing machines, and moulding machines, besides automatic blowers which send the waste product on to the gas plant in the power-house. The under-frames are repaired in a particular shop. There is a carriage-body shop to erect coaches and a carriage-repair shop including a tin-smithy for slight metal work. The wagon shops attend to punching, sheeting, drilling, screwing, grinding, and rivetting. Finally, the carriages are taken to the paint-shop where paint spraying is done by compressed air. Besides spraying, this shop attends to internal padding, renovating seats, plating and polishing. Then the carriages are fitted with batteries for train lighting and vacuum testing.

AT THE ENGINEERING SECTION.

This section manufactures signals, inter-locks, cabins and points. The mill-wright shop attends to repairs in electrical plant, motors, welders, generators, trollies, transformers, fans, etc.

SCENES AT THE WORK-SHOPS.

As we go round, the eye catches the stores of consumable articles with the weighing machine, the scrap-shed containing unused articles, and the weigh-table for weighing trucks coming in and going out. There is also a first-aid dressing

station to attend to accidents to workers. Though dominated by mechanical work, human life is humming within and without it, with labourers and officers and clerks and their families.

COLONY AMENITIES.

Outside the work-shop, has risen a colony which is a marvellous modern city with all amenities for a full life. The colony is the out-come of the work-shop. It has the natural advantages of high ground, free air and open space all round. It is supplied with water from infiltration wells sunk in the bed of the river Cauvery $3\frac{1}{2}$ miles North of Golden Rock at a place called Sircarpalayam. A gravity main, jack well, pump house, automatic chlorinator, sedimentation tanks, filters and reservoirs are part of the water supply scheme. The pump-house supplies water to the work-shop and colony quarters for commercial, drinking and sanitary purposes, as also for combating fire accidents and for general use in the Trichy Junction.

In the Western portion of the colony near the Junction, have risen type-design bungalows to serve as residences for the officers. In the South, East, West, as also to the North of the Railway line, have been constructed quarters for the establishment and labourers and menials. The colony is connected with the main roads to Pudukottah, Trichy, Tanjore by subsidiary roads fringed by avenue trees and lighted by electricity. To attend to the physical disabilities of the inmates of the colony and work-shop, a hospital with eight blocks has been constructed; to cater to social life, there are institutes for Europeans, Anglo-Indians and Indians, providing games, library and reading-room facilities. There is a hostel for apprentices in the workshop. For the children of the colony there is a well-built school-house, run on recognised lines by an efficient staff. Regular

markets have come into being and weekly shandies assemble to cater to the extra needs of the colony population. Various offices, besides the Railway offices, like the Police Station, Co-operative Stores, Post Office, have been established. Churches, temples and mosques and places of worship have grown up to serve the mixed population of nearly 20,000. A well organised sewage scheme for all areas is being worked. Pumping stations, man-holes, ventilation shafts, collecting sewers, silt buckets, etc., play part in the sewage scheme. The sewage is disposed of in the South-Eastern boundary.

When passing through cell-pits and sedimentation tanks, the sewage water thus reached is used for irrigation purposes in the colony farm-land, while the cured solid matter is used as manure.

The farm-land produces vegetable produce, which are sold in the local and Trichy markets.

IMPRESSIONS OF A VISITOR.

The colony and work-shop present a wonderful picture of man's capacity for organisation. The area is roughly 1170 acres. There are 20 miles of road, 45 miles of water main, 26 miles of sewers, 57 miles of overhead and 7 miles of underground electric service. The whole scheme has involved 345 lakhs of rupees. But this stupendous scheme which is the fountain-head of the South Indian Railway is also the scene of conflict between labour and capital, between machine and man. Life seems to be assuming a mechanical aspect and the workers' soul seems to need sympathy.

Above everything else supply good models

—That is the considered verdict of many recent authorities on the teaching of English Composition. And this is true of Essay-writing more than of any other subject of Composition. No amount of mere disquisition on how to write an Essay can help your pupils so much as a few practical hints, reinforced by suitable models with critical remarks. Such models are certainly not supplied by the English Essayists. As every schoolmaster knows their works are suitable only for advanced college students.

The right sort of models for your boys are to be found in PRINCIPAL MARTIN'S "JUNIOR ESSAYS," (*Price, Re. 1*) a book which is being increasingly used as a class-book by many experienced teachers.

"The object of this little book of Simple Essays," says Principal Martin, "is to show school-boys by *examples* the sort of things that may be said about familiar subjects, and how these things may be expressed and arranged. The essays are not meant to be learnt and copied, but to be studied as models of how similar subjects may be treated."

COOPER, Publishers, BOMBAY.

THE TORCH OF WISDOM.

BY 'WALKER.'

To every joy is appended a sorrow.

* * *

In all afflictions the first relief is to be asked of God.

* * *

Grief has its time.

* * *

Sadness multiplies itself.

* * *

The hardest frost cannot really touch a sunny disposition.

* * *

Sweet is the remembrance of trouble when we are in safety.

* * *

Heaviness may endure for a night, but joy cometh in the morning.

* * *

All unnecessary grief is unwise and therefore will not long be retained by a sound mind.

* * *

When grief is fresh every attempt to divert only irritates; you must wait till grief be digested, and then amusement will dissipate the remains of it.

* * *

Grief is a species of idleness and the necessity of attention to the present preserves us, by the merciful disposition of Providence from being lacerated and devoured by sorrow for the past.

* * *

But the nearer the dawn the darker the night,
And by going wrong all things come right;
Things have been mended that were worse,
And the worse the nearer they are to mend.

* * * —LONGFELLOW.

I do not fear, I have a heart
In whose strength I can trust. —LONGFELLOW.

* * *

The world belongs to those who come the last;
They will find hope and strength as we have done.

* * * —SHAKESPEARE.

True hope is swift and flies with swallow's wings;

Kings it makes gods, and meaner creatures kings.

* * * —SHAKESPEARE.

I slept and dreamt that life was Beauty
I woke and found that life was Duty.

* * *

All are men,
Condemn'd alike to groan;
The tender for another's pain,
Th' unfeeling for his own. —THOMAS GRAY.

* * *

Days, that in spite
Of darkness, by the light
Of a clear mind are day all night.

* * * —R. CRASHAW.

Only the actions of the just
Smell sweet, and blossom in their dust.

* * * —J. SHIRLEY.

Still where rosy pleasure leads,
See a kind grief pursue;
Behind the steps that misery treads
Approaching comforts view. —DRYDEN.

* * *

This life, which seems so fair,
Is like a bubble thrown in the air
By sporting children's breath,
Who chase it everywhere
And strive who can most motion it bequeath.

—W. DRUMMOND.

* * *

All quiet on the Western front.

—E. M. REMARQUE.

Gulliver's Travels.

—SWIFT.

THE POET.

BY DR. LOUIS M. EILSHEMIUS, M.A.

The poet is a wondrous piece of clay,
Wherein God breathed a wondrous, glorious soul!

Inspired, he hears the far millennium's toll—
Sees Death and Life contend: a furious fray!
Great God, in His all goodness, starts his lay,
And showers down calm patience, till the goal
Is blooming; then he hears acclaimings roll—
Whose echo the dull world hear from far away!

O who may teach the poet what to pipe!
Not even he who pigments words to dreams.
For God sends Angels down, with varied themes,

Writ on rosed tablets—with His Archetype—
And therefrom poets sing their lays—that flow
Like Seraph singing, when God's heavens glow!

A TROPICAL EVENING.

BY MR. T. K. GOPALA PANIKKER, B.A.

At eventide I stood on the seashore side
To gaze and muse upon the setting flame
List'ning to the rhythmic roar of waves beside;
Breaking upon the shore they rolled and came.
The glorious orb of day descending fast
Below the line of utmost view and cast
His slant and mellow rays upon the main
That ebb'd and flow'd with thund'ring roar
again.

The solar sphere now sank and hid in West
His crimson rays as soon concealed from sight.
The birds in joy retired to haunts for rest
Gaily in broods to nests they took to flight.
'The sea-birds fluttered in the air around
The waters came in rolls and broke aground
In the distance dim I spied the tiny boat
By many a dauntless fisher spread about
Upon the stormy brine. They restless float
From boats the nets of hauls they soon drew out.

Filled are the boats with them. Then back they trace
To sell ashore and home return apace.
The boats rise and fall. The souls inside
Doing the while their perilous task with pride.
There came the myriad twinkling stars in sight
Arose the silver sphere above the line
Shedding her lustre on the earth so fine.
The stars—the moon—these rule the course
of night
Wresting from the sun his wrathful sway.
She runs her course through space and moves away.

Less radiant though her shining glories are
Yet cool, romantic, calm she is by far.
The sheen of her rays we love to look upon.
The fitting clouds obscure her beams anon.
We feel her lost, but all of a sudden back
She comes to view along her settled track
And rests on high a pale and withered one
Smote by the fresh streamers of the rising sun.

REVIEWS AND NOTICES.

PHYSIOLOGY, PUBLIC HEALTH AND PSYCHOLOGY BY CHARLES BANKS. MACMILLAN & CO. 1931. Price Rs. 2-8-0.

This book is published with a definite aim. It is intended for the use of students preparing for the Intermediate Examination of the Allahabad University. But the subjects dealt with are such that no citizen can afford to be ignorant of them; much less, the trained teacher who is responsible to a large degree for the outturn of future citizens well versed in the laws of personal and public hygiene.

The book consists of three parts. Part I deals with elementary physiology. It includes several hints on first-aid such as haemorrhage, minor accidents and digestive ailments. It is a simple guide to the upkeep of one's personal health. Part II is devoted to an elaborate consideration of public health and the responsibility of the individual to society. The last chapter of this part treats in detail of the modern efforts in the propagation of the laws of health through maternity and child welfare centres. Part III treats of the psychology—of child mind in particular. Various methods are suggested for the sustenance of child's interest and attention, formation of character, training of memory and development of will power.

On the whole, the book has been commendably written and is fit to be prescribed in our training schools and colleges. The get up is very neat and the price sufficiently low.

HEAT FOR SCHOOLS BY H. A. WOOLTON, M.A., B.Sc. W. B. CLIVE, UNIVERSITY TUTORIAL PRESS, LONDON. 3s.

This volume is one of the 'School Examination Series' published under the general editorship of Mr. A. A. Woolton. As stated in the preface,

the book is based upon the well-known volume 'School Certificate Heat' issued under the joint authorship of Dr. Stewart and Professor Satterly. The latter work has been largely rewritten and many new experiments and illustrations have been dealt with so as to bring it into line with modern teaching methods.

As in similar volumes, practical work by students is regarded with considerable importance. The experiments described are suited to the capacity of the students for whom the book is written. It is interesting that some of the experiments, at any rate, could be attempted at home. This is commendable as students generally fail to appreciate the essential oneness of laboratory work and life outside. Full instructions illustrated with numerical examples are given for each experiment. The absence of numerical data in other books is a serious handicap in practical work and leads to wastage of time and slovenliness, as a student has no idea of how much of each material should be used in each experiment.

It is rather unfortunate that in some experiments the degree of accuracy to be expected has not been pointed out and the numerical figures appended are somewhat misleading, for example, in pp. 79 and 119 on calorimetric measurements there is no use of carrying weighing to more than a decigram while temperature measurements require sensitive thermometers reading to $\frac{1}{100}$ degree.

One noteworthy feature of the book is in the numerous references to familiar practical applications, some of which are rarely given in other books. The book also contains useful tables of physical constants which have been carefully arranged at suitable places. Another interesting feature of the book which deserves mention is the large number of wholly or partly sectional diagrams which are obviously helpful to the student.

Here and there one finds an error. For example, in p. 128 describing the chemical hygrometer mention is made of a 'guard' bottle containing strong sulphuric acid. This seems to be incorrect as it will keep the pressure of air in the aspirator less than that of the outside air so that the volume of air drawn into at atmospheric pressure will not be equal to the volume of water drawn out. The guard bottle must therefore contain no liquid but should contain instead lumps of freshly fused calcium chloride.

Taken on the whole the matter, the manner of presentation, the numerous diagrams, the large number of numerical examples, the frequent and apt references to practical life, etc., make the book extremely useful to the student. The concluding chapter on steam, gas and petrol engines illustrated with splendid diagrams give a true insight into the working of the modern prime movers which all should appreciate. The book can be very profitably used by students preparing for the Intermediate Examination of our Universities.

HISTORY OF INDIAN CURRENCY AND EXCHANGE (1931) BY B. E. DADACHANJI, ASST. PROFESSOR OF ECONOMICS, MORRIS' COLLEGE, BOMBAY. D. B. TARAPOREVALA. PP. xxxvii + 247. Rs. 3-4-0.

The disabilities imposed on teachers and students by the absence from our shops and shelves of an up-to-date edition of Dadachanji's History of Indian Currency and Exchange have at length been terminated. For the multifarious duties which have denied to the author the opportunities of an earlier edition have at least had this advantage that the new book has been finished off and presented to the world with the latest figures and events. There are a few books which have not only recorded economic history but made it and which on that account can never be out of date however much facts and opinions may change.

There can be no doubt that this book does not belong to this rare class. But it has been a delight to the present reviewer to renew the impression formed by a beginner four years ago that this was one of the very best books available on the subject, perfect in its balance of abstract analysis with statistical evidence.

As for the form of this volume, it is almost a verbatim reprint of the book of 1923 with an introduction and a number of chapters super-added. The book is far from being a path-breaking achievement. Nevertheless it is a work of a very high interest and value filled to the brim with well ordered facts and diagrams. It falls into three distinct divisions. In the first book the author traces the Indian currency history during the nineteenth century. In the second he inquires into the Indian currency history of the present century bringing it up to the year 1931; and finally in Book III he traces the history of the Indian Paper Currency system.

The most striking sections of the 1931 book are undoubtedly the chapters referring to Indian Exchange and Paper Currency between 1921 and 1931 where the author marshals facts and figures to show the difficulties experienced by the Government in maintaining the high exchange ratio. These chapters are, as we have said, the most significant in the present book unless we reserve it for the introduction where he deals with the special peculiarities of Indian foreign exchange with suitable diagrams illustrating the automatic expansion and contraction of currency as a result of the sale of Council Bills and Reverse Councils respectively. There is no denying the fact that the book is a clear and handy summary of the question of Indian currency and exchange and would prove a very useful guide to Indian students.

THE CRUX OF THE INDIAN PROBLEM BY R. P. PARANJPE. LONDON, WATTS AND CO, 1931. PP. 116 Price Re. 1.

This book is an attempt at the spread of Rationalism in India which may help in the breaking down of unmeaning prejudices, particularly in the field of religion, that go towards the strengthening of anti-national and centrifugal factors in the country's life. It has been written by a "modern" Indian who qualifies his criticism and condemnation of Indian religious beliefs and practices by stating in his Foreward, that similar indictments could be drawn about other countries and their religious systems and that the less pleasant side of the picture has been presented with the view that, only by absolute, if somewhat brutal, frankness, can improvement be effected. The author first explains the essence of Rationalism as opposed to theology and the theological spirit and defends the Rationalist against possible attacks by Theists. He then proceeds to assail the idea that religious belief has tended to increase the sum total of human happiness and that religion supplies sanction for morality and social behaviour. He pleads for a rational attitude towards death and for the mitigation of the caste spirit which has so vitally nourished the spirit of communal strife and which, in his opinion, is the most formidable obstacle of nationalism. He feels that if the religious background of the communal picture could be removed, the whole problem would be much easier of solution. The want of conformity between conviction and practice is more common in India than in other countries and it is rendered worse by the idea cherished by some that action according to conviction is impossible for the bulk of the people. According to Dr. Paranjpe, the main duty of the Rationalist in India is to encourage the critical spirit in action and to discount the passive acceptance of circumstance and submission to fate, characteristic of the Indian

mind. Also he rightly insists on a better understanding between the followers of different religions and a more rational and comprehensive system of education.

LANDS AND LIFE—HUMAN GEOGRAPHIES—AFRICA, ASIA, AND AUSTRALASIA BY E. C. T. HORNIBLOW. PP. 225 Price Re. 1-11-6.

THE AMERICAS BY THE SAME AUTHOR—PP. 226, Price Re. 1-11-6. THE GRANT EDUCATIONAL CO., LTD., LONDON.

The two books deal respectively with the old and the new worlds, and take in the major regions of each in varying detail. The study of America is interesting as "a study of the interaction of man with a natural environment during the last 400 years." It takes in the natural features, vegetation and climate of each region and also the way in which they have been harnessed to man's use in the several regions. The author suggests a first fairly rapid reading with a free use of atlas and maps and a second detailed reading, chapter by chapter, with an attempt at individual work at the end of each chapter in the shape of notes and the drawing up of maps, the mapping exercises being intended to give a valuable summary. The instructions given under the heading, 'Something for you to do' and the matter in "The Contents Again" given at the end of each book are useful for the pupil; particularly, the former which is intended to help in making geographical teaching truly human and real. The study of the old hemisphere is on the same basis, that of the examination of the life and activity of the peoples in relation to the regions in which they live. Aerial views and good coloured maps are a particularly interesting feature of these books.

MYSELF AND MY COUNTRY. A PRIMER OF SOCIOLOGY BY E. K. GROVES (TAMIL EDITION) LONGMANS' GREEN & CO., MADRAS. 1932. PP. 215. Price Re. 1-8-0.

This book is intended for use in the Elementary Training Schools and is the third of a series which Messrs Longmans Green & Co., Ltd., are publishing for the use of teachers as well as students in these schools. The author, Miss Groves, has utilised her long experience of an Indian Training School and knowledge of Indian life, in the writing of this book which treats of the house, the physiology of men, their dress and habits, the principles of hygienic life, first aid, etc., as well as of communal life, the principles of local self-government and of education and co-operation. A knowledge of these topics which touch so many different departments of knowledge, is essential for the young person who takes to the teaching profession and can be useful, in a remarkable manner, for the healthy renovation of village life, of which we are all so much in need. The subject-matter and method of treatment follow the syllabus according to the revised course of study recently introduced in the Elementary Training Schools. Both the teacher and his teacher-student can become effective agents in the work of rural reconstruction; and Chapter 21 is appropriately devoted to the ideals and methods of elementary education. Civics of a kind forms the subject-matter of one portion of the book. This is the right kind of book for study not merely for our training schools, but also for the lay public who can appreciate and try to act up to the lessons of conduct and cleanliness conveyed by the author.

KANDAN THE PATRIOT BY K. S. VENKATRAMANI, SWETARANYA ASHRAMA, MYLAPORE. PP. 261. Rs 2.

Mr. Venkatramani is an idealist and the "dream of a renaissance India" is the mainspring of his

latest novel. The complementary types of Ramu and Kedari are still fresh with us, shorter though in compass. Kandan and Rengan are delineated with dexterity of design in tender and charming prose. The topical interest of the work may drive-inquisitive minds to find out Chockalingas, Sundarams, Ponnans, Rengans and Rajeswaries in real life; but you will find the artist too clever for you. Transparent sympathy, abundant humour and gentle pathos pervade the novel: Mr. Venkatramani ends it at the "hour of fate" leaving Kandan to die "thirsting for water," "for the freedom of his country before it could come." The artist is by temperament at his best in such tragic ends. "*Jatadharan's marriage*," one of the best of Mr. Venkataram's short stories (which appeared in the *Madras Mail Annual* 1931) has also a mournful end.

Kandan, a brilliant I.C.S., throwing it up as a "shameful memory," sails from Natal to his mother-country after a fortnight's stay out of "a solemn and consecrated love for my motherland." Preferring the Indian Rural Service, he settles down at Akkur, and "works at the very base of Indian life, the village, clearing the slime and silt of ages by diving deep and risking life."

Rengan, "meant for law," sat successfully for the I.C.S., to try his chance to win "the aristocratic love" of intellectual Rajeswary. After two years' probation at Guntur, Rengan is transferred to Tanjore. En route he pines to spend the week's joining time with the darling of his hopes. Without her "his life is void, his work is void, and his heart is void." The profound change that has passed through Rajeswary drags him from his reserved first class carriage to the third class "where public are huddled together no better than sheep in pen."

Rengan and Rajee get down at Akkur and meet their favourite friend, Kandan. The story moves fast from now, external changes in values

are wrought at a quick place, too quick and a bit abrupt as in the change of Saraswathy from culpable "sourness" to "matchless perfection of the feminine in her [virgin] glory and freshness."

At "the bidding of the love of his heart" Rengan ends a career "that might end in a Governorship some day." Rengan is a believer in "the magic of words" while to Kandan "speech is always a fatal gift for action." The Shadowing of Rengan and Rajeswary by Ponnai, the telegraphic transfer of Rengan as Settlement Officer, the kicking up of the lucrative job by Rengan, the advertised public meeting at Tranquebar, Chockalinga's fine gesture of joining the patriots, the adroit touches of departmental consultations, the special Malabar Police, two

minutes' warning, the shooting at the public meeting, and Kandan's mortal bullet wound "very near his heart" and his life-message to "carry out our plan"—these are of surpassing topical interest.

It is difficult to forget Sundaram—the wandering school boy, the young Sadhu, the starving signaller, the whilom station-master of Akkur, the patriot, and the free-lance journalist. "Govern so well and so little"—cries Mr. Venkatramani.

Par excellence, the chapter on a "Log of Wood" strikes the central note of the novel; and who else but Kanda, the true *Sanyasin*, can push the log of wood into the river?

K. R. R. SASTRY.

METHODS OF LIVE-STOCK IMPROVEMENT

By TIMERI MURARI, DIP. IN AGRI., B.SC., F.L.S., A.I.R.O.
Hosur Cattle Farm

With a Foreword by

COLONEL A. OLVER, C.B., C.M.G., F.R.C.V.S.,
Animal Husbandry Expert, Imperial Council of Agricultural Research.

Cr. 8vo. 372pp. + xxiv. Price Rs. 2-8-0.

CONTENTS.

Chap. 1. The History of Milk Recording in Great Britain; 2. Milk Recording in England and Wales; 3. Factors affecting Milk Recording; 4. The Ministry's Scheme of Milk Record vs. The Milk Recording System of the Scottish Milk Recording Association; 5 & 6 Shows, Clubs and Societies or the Improvement of Live-Stock; 7. Administration of Shows 8. Regulations applying to Certain Classes only; 9. Judges and Judging; 10 to 13. Improvement of Live-Stock through State Aid; 14. Denmark; 15. Sweden; 16. Holland; 17. Belgium, Germany and France; 18. History of Live-Stock Improvement; 19. Genetical Science; 20. Modern Methods of Breeding; 21. Controversial Questions; 22. Future Possibilities. APPENDIX I. Switzerland; II. Licensing of Bulls in Great Britain; III. Pig Testing and Recording in Great Britain.

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

OUR SCIENCE COLUMN.

THE WONDERS OF RADIUM.

DISCOVERY OF RADIUM.

"It is the glory of God to conceal a thing; but the honour of kings is to search out a matter."

This proverb cannot be better illustrated than by the discovery of radium. In relating the story of this brilliant discovery, we have necessarily to go back to the time of Sir William Crookes. In 1878, this distinguished scientist evacuated a glass tube by means of an air-pump until the pressure was only a very small fraction of a millimeter, and passed a high-voltage electric current through it. He noticed some coloured rays which he designated cathode rays as they emanated from the cathode at very high velocity. These rays, when analysed, were found to contain very small particles, negatively charged and moving in straight lines. These particles are called *electrons*. It was also noticed that when these electrons struck the surface of the tube or the surface of any other body placed across their path, a fluorescence is produced.

Subsequent to the discovery of the cathode rays, W. C. Rontgen found in 1895 that the radiation produced outside an ordinary cathode tube has great penetrative power. These radiations known also as Rontgen rays, or more simply X-rays, would affect a photographic plate even when the plate is covered in a wrapper or enclosed in a plate-holder. It was later discovered that, by means of X-rays, it is possible to peer into our very flesh and bones.

In 1896 the French physicist H. Becquerel discovered that certain minerals containing the element Uranium gave off rays similar to X-rays in being able to penetrate black paper and affect a photographic plate. These rays were called Becquerel rays. It was this that led to the subsequent discovery of Radium, since the phenomenon of radio-activity is closely associated with a mineral containing Uranium.

The credit of the momentous and far-reaching discovery of Radium belongs primarily to Madam Curie who to-day stands crowned as the greatest woman-scientist in history. Madam Curie was born in Warsaw, Poland, in 1867 where she received her early education under her father Dr. Sklodowski, a teacher of science. She had a great bent for science and was naturally drawn to her father's laboratory. Later, desirous of a wider field for her scientific inclinations, she decided to go to Paris. Having virtually no money and but few acquaintances, she had to struggle hard. To quote Benjamine Harrow:

'Miss Sklodowska did not arrive in Paris as a conquering hero. Far from it. Her pockets were empty and her acquaintances few. She established herself in a small back room. Her diet consisted of bread and milk for so long that she had to acquire anew the taste for wine and meat. Ten cents were her daily expenses and this she made largely by private tutoring and later, by preparing the furnace and washing bottles at the Sorbonne.'

In course of time she became a pupil of Pierre Curie, Professor of Physics at the Sorbonne, which led to a romance; the two married in 1895 "both poor in life's necessities, but rich in sympathy toward, and understanding of, one another." This happy marriage had a tragic ending in 1906, when Professor Curie was knocked down and instantly killed by a dray in Paris.

Soon after the discovery of the radio-active properties of Uranium by Becquerel in 1896, it was noticed that certain Uranium-bearing minerals like pitch-blend were more radio-active than the element Uranium. It was therefore rightly inferred that this greater activity should be due to the presence in it of some unknown substance. Monsieur and Madam Curie therefore set to find out the truth. They removed all Uranium from the mineral and subjected the residue to a laborious process of fractional crystallisation which led to the discovery in 1898 of the element Radium. Something like a ton of pitch blend residues yielded a very small quantity of a new compound—Radium bromide—which was at least a million times as active as Uranium. The element Radium resembled calcium with which all of us are familiar, being a constituent of calcium carbonate or lime-stone.

After this discovery, Radium preparations have been made in America, of course, in small quantities. On May 25, 1921, Madam Curie was presented with a gram of Radium bromide in Washington, the money required—several dollars—being raised by the women of America. The total world's production of Radium till now could not exceed two or three hundred grams.

RADIO-ACTIVITY.

All Radium compounds split up spontaneously, emitting three types of radiation, namely, the α , β , and γ -rays. The α -rays are positively charged particles of the element Helium, the β -rays are identical with cathode rays, i.e., negatively charged electrons, and the γ -rays appear to be similar to X-rays with very great penetrating power. The disintegration of the Radium atom goes on, no matter what conditions it is subject to. No human agency can control it. During the process of disintegration a large amount of energy is given out and if only we are able to conserve and harness all the available energy, the energy problem of the world will be solved for ever. The final product in the successive transformation of Radium is lead, this lead having physical and chemical properties similar to those of metallic lead but differing in atomic weight.

THERAPEUTIC EFFECTS OF RADIUM.

Radium is used in treating cancer, but the results have not been so encouraging as was at first anticipated. But its effects have been very beneficial in the arrest or amelioration of the disease. Cancer in the early stages can be cured. It should be borne in mind, however, that Radium application has to be safely made since the rays may produce sores. Radium has been applied with success to chronic infected wounds, and has aided in the treatment of scars, certain conditions of eyelids and some cutaneous non-malignant tumours. The Radium Institute in Paris of which Madam Curie is the head is investigating the value of radio-active substances in medicine.

OTHER USES.

The use of Radium compounds in the production of luminous paint is interesting. Radium paint can be prepared by mixing a little Radium bromide with a relatively large quantity of phosphorescent zinc sulphide. In the course of time the zinc sulphide is worn out, but the Radium may be recovered and used again. Such luminous paints are used in watches, clocks and time-pieces.

Radio-active changes appear to offer a means of estimating certain periods of time. The age of the planet earth is estimated between two and eight billion years. For studies in radio-activity indicate that the known radio-activity minerals could not radiate more than

eight billion years and it is also calculated that it must have required at least two billion years for radio-active minerals to produce some of the changes which have been observed in connection with minerals.

The discovery of radio-activity has thrown a great deal of light upon the structure of matter. Atoms are no longer to be regarded as imaginary indivisible particles. They are real—as real as a chair or a table. Scientists have also reached the conclusion that an atom is largely a vacuum, the diameter of the central nucleus where the matter is concentrated being exceedingly small, compared with the dimension of the atom as a whole.

P. A. N. AIYAR.

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.
(*Port St. George Gazette*, 21st October 1918.)

S. RINIVASA VARADACHARI & CO., 190, MOUNT ROAD, MADRAS.

GIRLS' PATASALA, SECUNDERABAD. JUBILEE CELEBRATION.

The Girls' Patasala High School, Secunderabad, celebrated its Golden Jubilee on 12th April, when the school completed the 50th year of its existence, at its newly acquired building in St. John's Road, Secunderabad. A life photo of the founder of the school, the late Mr. Venugopal Pillai, was installed in a prominent place in the shamiana which was gaily decorated, and the plans of the new building were also exhibited in the tent.

An exquisite piece of hand-work done by the students of the school in embroidery, fancy work and rattan work was kept on view for sale and Mrs. Keyes evinced great interest in their neat execution and purchased some of the articles. The memorable occasion was also chosen to get the foundation stone of the new building laid by the Hon'ble the Resident, Lt.-Col. T. H. Keyes, C.S.I., C.M.G., C.I.E., which is to be known by the name of "The Keyes High School for Girls." This was followed by the annual prize distribution and a variety entertainment by the students.

Precisely at 5-30 P.M. the Hon'ble the Resident, accompanied by Mrs. Keyes, arrived and was cordially received by the Honorary Secretary of the School, Rao Bahadur C. V. Padma Rao, and conducted to the shamiana.

The Principal and staff of the school were "At Home" in the evening to the invited guests and a special shamiana was erected to accommodate the guests. The students of the school attended on them and looked after their comforts.

THE FOUNDATION STONE LAYING CEREMONY.

After tea and refreshments all present gathered at the spot where the Hon'ble the Resident was to lay the foundation stone of the new High School building. Rao Bahadur Padma Rao placed a number of coins, the plans of the building and a copy of the "Hyderabad Bulletin" containing the notice of the opening ceremony into a large glass jar and placed this in the foundation. Then he read the following portion of the report concerning the accommodation:—

The Hon'ble the Resident, Mrs. Keyes and Nawab Salar Jung Bahadur:—"The building accommodation continued to be inadequate and additional rooms were rented in an adjoining building. We are glad to say we have through the kindness of our Resident now shifted to these premises with extensive ground. The Hon'ble the Resident has on his visit to the school on the 23rd March sanctioned the construction of the building as per plans exhibited in various parts of this tent. The Committee consider that they have been extremely lucky in securing these premises for the school, and when the new buildings are ready our town will have a first class school well housed, well staffed, and well equipped. The school has just completed its 50th year of its existence. Started 50 years ago by the late Mr. Venugopal Pillai whose picture you see in the shamiana, as a Primary School, it rose later on to an Upper Primary School and was raised to a High School three years ago. The Committee request the Hon'ble the Resi-

dent to lay the foundation stone of the new building and take this opportunity of conveying their deep debt of gratitude to Col. Keyes for his substantial help in enabling them to achieve their object. They have decided to call the Institution "The Keyes High School for Girls" from this date and I have to request you, Sir, on behalf of my Committee to lay the foundation stone of the new building and to accept as a souvenir this trowel. Our hope is that when the building is completed our staff will be enabled to carry on their work in better and healthier rooms and that our girls will remember in their after-life the high principles they were taught here and to continue to practise them."

The Rao Bahadur then presented a silver trowel enclosed in a fancy case to the Hon'ble the Resident. Col. Keyes then trowelled some mortar and the stone was lowered into position. He then declared the stone well and truly laid amidst applause.

THE SECRETARY'S REPORT.

The Honorary Secretary read the report of the school for the period covering the 1st January, 1931 to the 31st December 1931. He said:—

The Hon'ble the Resident, Mrs. Keyes, ladies and gentlemen,—I have the pleasure on behalf of the Girls' Patasala Committee to present to you the report for the calendar year 1931. It is proposed to present our report in future for the academical year beginning in June and ending with the following May. The next report will cover a period of only 5 months.

FINANCE.

The accounts for the 12 months are shown at the end of the report. It will be seen that

we are working the schools at an expenditure considerably higher than our income. Our grant for 1931-32 was increased by the Hon'ble the Resident to Rs. 18,000. No increases on our grants for the branch schools were received from the Cantonment. Our application for an increase in the grant for the High School is now before the Hon'ble the Resident and we are confident that it will receive his generous consideration. I am glad to say we have been promised that our Institution will be placed on a sound financial position and that our grant will be fixed once for all for five years. This will enable us to concentrate our attention on the development and improvement of the school. I trust that the branch schools will also receive the consideration they deserve.

SCHOOL FEES.

The fees are levied on the same scale as are levied in Boys' Schools of long standing: a number of generous friends have placed monies with us for payment of scholarships to deserving but poor children and the Committee take this public opportunity of thanking our friends for their practical support. We trust that the same help will be continued in a large measure in the future.

STAFF.

The High School has had few changes in the staff during the period. A good Urdu teacher was appointed and an attempt was made to replace a few of the untrained teachers by trained ones. Miss Sarojini Devi was sent up for L.T. Training and Mrs. Kulasekaram completed her second year for Secondary training during the year. Miss David continued to be the Head of the Institution except for two months when she fell

seriously ill. The Hon'ble the Resident has kindly sanctioned a generous scholarship and a loan to enable Miss David to take a course of further training for a year in England and she sails next September. I take this opportunity of thanking you, Sir, for the consideration shown to the Head of our Institution. The Committee consider it is a recognition of the good work done by Miss David during nearly three years of her stay here.

PHYSICAL EDUCATION.

In spite of the fact that there was not a large play ground in our premises last year our girls had games daily in the afternoons. Our Inter-class sports, Tennis and Badminton competitions were held in a friend's grounds kindly placed at our disposal.

LITERARY SOCIETY.

Monthly meetings of the Society were held, in which outside speakers like Mrs Rosenthal were requested to speak. Mrs. Rosenthal inspired the children with a love of poetry and literature. Lectures were delivered throughout the year on all the various English poets. We have had magic lantern lectures in social and historical subjects during the year.

Domestic Science received considerable attention during the year and our classes have been competing with each other in cooking. We have had the pleasure of tasting some of the sweets prepared by the pupils once a week. Each teacher by turn holds a cooking class for the Middle and High Departments in which the class as a whole takes part and the pupils sit down together with no difference of caste or creed to partake of their preparations. I am glad to say that Mrs. Keyes was favourably impressed by the quality of the

sweets prepared by the girls when she kindly visited the school on the 1st of August last.

An Elocution competition was held for the High and Middle School children and the best class was presented a Silver Cup. The Cup was won by Form I in charge of Mrs. Solomon and individual competitors were awarded silver medals kindly presented by our friends to whom we convey our thanks. They do not desire their names to be mentioned.

COMPETITIONS.

A Painting Competition was held which helped to bring out the latent talents of our pupils. Prizes were awarded to paintings which showed originality in the choice of the subject and for general execution of the pictures.

A Vernacular Essay Competition was held in Urdu, Tamil and Telugu. The pupils of both the High and Middle Sections entered in the competition and it was a great success.

EXCURSIONS.

Excursions to Gundipet, Himayat Sagar, the Public Gardens and other places of interest were arranged for and it is a pleasure to note that the children took a keen interest in them and paid part of the expenses.

GIRL GUIDING.

Girl Guiding continues to receive careful attention and Mrs. Solomon who is the Captain and who I am glad to say is very enthusiastic in her work has 25 Guides in her company. Mrs. Solomon holds her rallies every Thursday. The Guides are preparing for their first class test. We have sent our representatives of patrol leaders to the Guiders' camp organised by Miss Dalton. Miss Dalton inspected our company recently and the Com-

mittee take this opportunity of thanking her for her interest in our school. The Committee wish to place on record their high appreciation of the work done by Mrs. Solomon outside her class hours and trust that other teachers will follow her example.

GENERAL ADMINISTRATION AND DISCIPLINE.

The general administration and discipline continued to be maintained at a high level and the Principal in her report to the Committee says that it has been "her great ambition to give an all-round education to the girls and to make it clear to them that book learning in itself is not education in its widest sense." The Committee endorse this opinion and trust that the staff will co-operate with the Principal in achieving her aims. Our greatest ambition is to produce girls of high moral character who will take their places in their homes and be a source of delight and comfort to all around them. Short talks on honesty, helpfulness, loyalty, neatness, punctuality and other kindred subjects are given by the teachers in the morning assembly.

HANDWORK SECTION.

Handwork Section continued to do useful work. Besides training our own girls, outside girls come to learn embroidery and fancy work and rattan work. We trust that this will be more popular in future.

INSPECTION

The Schools have been inspected by Mrs. Engler during the year and her report of the last inspection of the High School has just been received and records progress all round. The defects pointed out by her will as usual receive the careful attention of the Principal

and the staff of the High School. Mrs. Engler says :—

"This school stands alone in Administered Areas as a High School for girls and much credit is due to Miss David and her staff for having worked it up, as they have done, in this short period. If this school is to serve the purpose for which it is intended, namely as a means whereby girls of the locality may receive the higher education they need and which they desire, it is most necessary that it should be raised to a second-grade college in order that girls who wish to take to a profession like the medical, may have the opportunity of taking up their medical studies directly on leaving this Institution, instead of undergoing the inconvenience of leaving home and the risk of finding a seat in some other college.

"The raising of the school to this standard would cost only a small additional outlay, and might, be attempted on the return of Miss David after her English course of training, which attempt is amply justified by the present strength of the higher classes."

The Committee takes this opportunity of thanking Miss David and her assistants for the good work done during the year and trust they will continue to maintain the high standard the school has attained.

Mrs. Engler's report concludes thus :—

"For the continued prosperity of the school I earnestly hope that its present energetic Secretary, Rao Bahadur Padma Rao will continue as such, for his work as Secretary has shown devotion of a high order, which I consider it would be difficult, if not impossible, to replace."

In conclusion I have to thank, on behalf of the Committee, the Hon'ble the Resident and Mrs. Keyes for their kind presence to-day and I thank you all, ladies and gentlemen for responding to our invitation."

THE HON'BLE THE RESIDENT'S SPEECH.

The Hon'ble the Resident rose next amidst applause and delivered the following speech.—

"It is a very happy coincidence that the Jubilee of this School should coincide with the laying of the foundation stone of your new building.

When one looks back on the extraordinary development that has taken place in the education of girls in the last 50 years it inspires one to lay plans for a school which will meet all your needs for the next 50 years, or, at least, be capable of expansion in every possible direction. This, I hope, we have achieved, and I trust that, when this school is raised to the status of a College, it will be seen that the foundations have been well and truly laid.

We are attending to-day a function which is of extraordinary importance for this town, for it marks a stage in the orderly advance of the education of your girls. I should like you all to realise that schools are not just born or just grow. They are the result of an enormous amount of thought and labour. In the case of this school, which I am proud to think has become the Keyes High School for Girls, the greater burden of labour and the greater amount of thought and inspiration have come from Rao Bahadur Padma Rao whose name, I hope, we shall manage to commemorate in some fitting manner in the new building.

Rao Bahadur Padma Rao has told you that we are sending Miss David to England for a year's training in educational matters. The Residency contribution towards Miss David's expenses in England is not only a reward for the excellent work she has put in as Head Mistress of this school but is an investment and, I am sure, a very sound investment, for we hope that she will bring back with her many good ideas and a new inspiration for her work.

I notice in the report which has just been read that a silver cup has been given for elocution, and that the main object of the Domestic Science course seems to be production of sweets. Some of you, I am sure, must have qualms as to the encouragement of debate among your girls, and I feel myself that sweets should be the least important part of the domestic curriculum.

I, therefore, propose to give, not a silver cup, but a silver *degchi* for a challenge cup for the best form in domestic science, and to see that the subject of the examination for the silver *degchi* will include the selection and preservation as well as preparation of nourishing foods for children of all ages and for grown-ups.

Now I think we had better proceed to the presentation of prizes."

PRIZE DISTRIBUTION

Mrs. Keyes kindly give away the prizes to the successful students who stood first and second in their respective classes.

NEWS AND NOTES.

INTERNATIONAL

LIVERPOOL.

The fiftieth anniversary of the foundation of University College, Liverpool, now the University of Liverpool, was celebrated recently. Happily the first Principal, Canon Rendall, survives, and was able to take his part by reading the roll of sixty benefactors whom the University delights to honour. As Dr. Hetherington, the Vice-Chancellor, pointed out, there was higher education in Liverpool before the foundation of University College—a medical school for example. Three years after its foundation, the College was admitted to the federal Victoria University, but it became an independent University in 1903, and now has over 2,200 students and an annual expenditure of £200,000. A special service was held in Liverpool Cathedral, at which the Bishop of Liverpool (Dr. David) preached the sermon.

NEW YORK.

Travelling scholarships for Teachers—The Walter Hines Page Travelling Scholarships and two Scholarships at the Chautauqua Summer School in the State of New York, to enable women teachers to visit the United States of America, will again be offered by the Education Committee of the English-Speaking Union in 1932. The Page Scholarship was founded in 1924 by the English-Speaking Union in memory of the former American Ambassador to Great Britain. The holder is invited to spend her summer or other vacation in America as the guest of the English-Speaking Union of the United States, and her hostesses are prepared to arrange for her to study any aspect of American life in which she is interested. The scholarship is of the value of £100, and complete hospitality is offered in America. To meet the remaining travelling and

incidental expenses the teacher need only provide a further £50. In 1932 two additional Page Scholarships also have kindly been offered respectively by the National Union of Teachers and the Association of Assistant Mistresses, and will be awarded by the English-Speaking Union. These scholarships, which are open to members of these two associations only, provide the same American hospitality and opportunities as the Page Scholarship on the English-Speaking Union foundation, and are to the value of £50 each. It should be noted that the National Union of Teachers' Scholarship is opened to men as well as women teachers. In addition to these scholarships, in 1931, through the generosity of various chapters of the English-Speaking Union of the United States of America, three scholarships were awarded, and the competition for the first time was thrown open to men as well as women teachers. Although no definite information is available about similar scholarships for this year, it is hoped that a number of them will again be offered. These scholarships are to the value of £50. The Chautauqua Institution of the United States has again generously reserved for the use of British women teachers two scholarships at the Chautauqua Summer School to be held in July and August in the State of New York. The scholarships cover the cost of lectures and classes, and complete hospitality. The Page Scholarships are open both to secondary and elementary teachers between the ages of 25 and 45, and the Chautauqua Scholarships to the same category of women teachers without limitation of age.

INDIAN.**PUNJAB.**

The Punjab Government have enhanced the fees for the several departmental examinations, Vernacular Final, Junior and Senior Vernacular Certificate Examinations for Men Teachers, Junior and Senior Anglo-Vernacular Certificate Examinations.

The Headmasters' Association, Ludhiana, is reported to have passed a resolution against the order of the Ministry of Education, according to which Government "College and High School Scholarships" will be tenable only in Government and Board Colleges and Schools provided there are such institutions in the town in which the scholarship winners reside, or as near their homes as any recognised institution under private management.

BOMBAY.

The Khandesh Secondary Teachers' Association held its Annual Conference at Jahgaon in February last, when Prof. V. B. Naik of Poona presided. This is one of the few district associations that have been holding its meetings regularly every year and doing useful work.

Dr. R. P. Paranjpye gave about 3000 volumes from his private library, to the Fergusson College of which he was the Principal from 1902 to 1920.

Some of the schools in this presidency are getting due for their centenary celebrations. The Beyron Smith High School, Belgaum, celebrated the completion of the hundredth year of its existence in February last. The Wilson College, Bombay, had its celebrations on the 29th of March. It may be noted that both of them are missionary institutions. In this presidency it was the Christian missions who first entered the field of education even before Government thought of doing it.

The Indian Mathematical Society also had its Jubilee celebrations on the 26th March. The Society had its origin in the enthusiasm evoked all over the country when Mr. R. P. Paranjpye returned to India as the first Senior Wrangler and it was most fitting that he should have presided on the occasion of the Jubilee celebrations of the Society. This Society forms one of the ties that bring together Madras and Bombay. The Secretary of the Society and his office are in Madras and the Society's Journal is published in Madras. The Library of the Society is housed at the Fergusson College, Poona, and the members of the Society are mostly from the two presidencies.

The Shivaji Memorial Society is contemplating conducting in Poona, a preparatory school for training cadets for the military career. It is expected that work will start in June.

Since July last when a student of the Fergusson College, Poona, made an attempt on the life of Sir. E. Hotson, the then Governor of the Presidency, heavy clouds had surrounded the college and it was at one time rumoured that Government would force unwelcome conditions on the Society. The annual grants of the Fergusson College and other institutions of the Deccan Education Society were withheld and it was feared that whatever be the result of the fight anticipated, the college and other institutions would have to face a difficult situation next year. About the 15th of March however Government gave up all the major points under dispute but insisted that the college should reduce down its number to 1200. This the college authorities readily accepted and the clouds have since disappeared.

BENGAL.

The Special Committee appointed by the Senate of the Calcutta University to report on the Provision of the Matriculation Syllabus has submitted its report. It has recommended for

the Matriculation Examination seven compulsory subjects, viz., English (two papers), Classical Language (one paper), Vernacular (two papers), Mathematics (one paper), History (one paper), Geography (one paper), Elementary Science (one paper) and at least one and not more than two optional subjects out of a group of more than half a dozen subjects including Biology, Indian administration, etc. The Committee has also recommended the vernacular as the medium of instruction and examination in all subjects except English. The report will shortly come up before the Senate for discussion.

The two years' term of the Arbitration Board to hear appeals from the aggrieved teachers of non-Government High Schools of Bengal came to an end in December last. The Board was reconstituted in January last. The Government of Bengal has recently given its sanction to the new Board. It is doing very useful work in correcting the injustice done to the teachers of privately managed schools by the Managing Committees.

Mr. H. E. Stapleton, the Director of Public Instruction, Bengal, on long leave, will return from home in the middle of April and take over charge from Mr. J. M. Bottomley, the acting Director of Public Instruction. The latter will go on leave for a year.

The All-Bengal Teachers' Association will start a Physical Training Centre for teachers at Rajshahi (North Bengal). A five weeks' training, both theoretical and practical, will be given free by competent qualified instructors. Mr. James Buchanan, the Director of Physical Education, Government of Bengal, has promised to cooperate in the work.

A resolution was moved in the Bengal Legislative Council by Mr. Syamaprasad Mookherjee, to deprovincialise the Government Colleges on the ground that they are far more costly and

they no longer serve as models. The Minister of Education has promised to give serious consideration to the matter.

Female education is making rapid progress in the Province. The number of girl students in the last Matriculation Examination numbered more than 1000. There are 33 Girls' High Schools recognised by the University. Two Girls' Colleges managed by private bodies are being established in Calcutta.

UNITED PROVINCES.

Mr. A. H. Mackenzie who is the Director of Public Instruction, United Provinces, received on March 7th a deputation of the U. P. S. E. Association. He gave a sympathetic hearing to what the teachers of non-Government institutions had to say regarding cuts in salary and promised to make enquiries which should result in some relief to teachers in aided institutions.

By a recent departmental circular Headmasters of Vernacular Middle Schools have been given the right of selecting Text-books from the approved lists in the Departmental Curricula. Hitherto the choice lay with the Chairmen of Education Committees and Deputy Inspectors of Schools.

The Board of High School and Intermediate Education has resolved to allow music as an optional subject for the High School Examination.

MADRAS.**SOUTH ARCOT DISTRICT EDUCATIONAL EXHIBITION AND CONFERENCE.**

The First South Arcot District Educational Exhibition and Conference was held on the 26th, 27th and 28th February 1932 in the premises of the Government Training School for Masters, Cuddalore. A spacious pandal was specially erected for the holding of the Conference. More than a thousand teachers from the various

Secondary, Training, Industrial and Elementary Schools of the District attended the Conference. Suitable arrangements were made for the convenient lodging and boarding of teachers from distant places and rural areas. The whole catering was in the hands of M. R. Ry. K. Ramamurthi Reddiar, the proprietor of the "Ganapathi Vilas," Cuddalore, who had made special arrangements for the occasion. The arrangements of the Conference and the Exhibition were made by the local Deputy Inspector of Schools with the help of the Junior Deputy Inspectors of Vriddhachalam and Chidambaram under the guidance of the District Educational Officer, South Arcot. The exhibits were classified into ten sections under the following heads:—(1) Art and Drawing, (2) Girls' school work, (3) Handicrafts, (4) Manual Training, (5) Industrial, (6) Educational, (7) Geography, (8) History, (9) Natural Science and (10) Agricultural. Eight commercial firms also exhibited their articles in separate stalls provided for the purpose. There was a large and representative gathering of officials and non-officials at the Conference. Rao Bahadur S. E. Ranganadhan, Vice-Chancellor, Annamalai University, Mr. A. R. C. Westlake, I.C.S., Collector of South Arcot, Mr. A. T. Muthukumaraswami Chettiar, President, District Board, Mr. V. J. Samu Pillai, President, District Educational Council, Mrs. S. Jesudasan, Superintendent of the local Secondary and Training School for Women, Presidents of Taluk Boards, Chairman, Municipal Council, Cuddalore, Rev. Father P. Verdure, Rev. Rendroff and Mr. J. Bagianathan, all the Senior and Junior Deputy Inspectors of Schools in the District and the elite of the town were present.

The Conference began with the band of the D. M. Industrial School, Panruti, punctually at 10 A.M. After prayer M. R. Ry. T. V. Apparandara Mudaliar, District Educational Officer, and Convenor of the Conference, in requesting

Rao Bahadur S. E. Ranganadhan to open the Exhibition and Conference spoke briefly of the educative value of such demonstrations.

The President delivered the following address:—

"I congratulate the District Educational Officer on the successful organisation of the First South Arcot District Educational Exhibition and Teachers' Conference. I need scarcely emphasise the value and importance of such Exhibitions and Conferences both for teachers and the general public. At the present time when great and well directed efforts are needed for the extension and improvement of Elementary Education in the country, it is very necessary that teachers should have opportunities of getting together to discuss their problems and difficulties and to devise the most effective methods of carrying on their work and at the same time provide means for stimulating the interest of the public in their work and in all the activities of the schools. The state of elementary education in South India is far from satisfactory. The report of the Director of Public Instruction, Madras, for 1930-31, as you may be aware, draws pointed attention to the appalling wastage and stagnation in elementary schools in this Presidency. I may be permitted to quote some of the figures mentioned in that report. From the point of view of numbers and the money spent there has been remarkable progress. During the past decade recognised elementary schools have increased in number by about 20,000 and their strength has increased by one million additional pupils. Trained teachers have increased by nearly 30,000, the number of secondary trained teachers alone rising from seven hundred to four thousand. The expenditure on elementary education has risen from about 106 lakhs to 233 lakhs. But as the Director states these figures do not give a correct indication of the extent to which elementary education has really contributed to the spread of permanent

literacy in this Presidency. While there has been a rapid advance in numbers the quality of the output from the schools has not been equally satisfactory. He points out that if fitness for entering into the fifth standard be accepted as a test of permanent literacy, the schools are each contributing on the average less than two literates per annum.

The main difficulties which contribute to this unsatisfactory condition of elementary education are stated to be the inadequacy of supervision, the low professional qualifications of the teachers and the poverty of the great majority of parents. Well, it seems to me, gentlemen, that in such a situation the supreme need is for a body of teachers who will not only equip themselves as thoroughly as possible for their work but will also throw themselves into their work with all the ardour of missionaries and spread education among the masses. You must not imagine that your work is confined to the four walls of the school-room or to the limited hours of the school time-table. You have to do your work every minute of your waking lives. You should take in hand the education of the parents as well as that of their children and should endeavour to make the school the centre of the social and cultural life of the village community. By starting village libraries, by assisting in the conduct of health and welfare leagues, rural co-operative societies and Bhajana clubs, and by disseminating correct information about the aims, objects and doings of Government, you will promote the general education of the whole village community. Remembering that education is a social enterprise, you will enlist the sympathy and co-operation of not only the parents, but the leading land-owners, industrialists and the members of local bodies in your village or town.

So far as school work is concerned, you should see that the school is a happy place for

children. One of the great problems in the teaching of the young is not to kill their interest in learning by too much formalism and deadly school routine. Remember that the school and its curriculum exist for the sake of the child, and not the child for the school. School hours and holidays, subjects for study and recreational activities should therefore be suited to the peculiar conditions of the locality. Above all do not be content with the teaching of mere words. Treat every subject in a practical way and make the knowledge you impart vital and dynamic by relating it to the life of your pupils. Remember also the importance of freedom and self-discipline in the process of learning and encourage recreational activities which can engage the leisure hours of children profitably and pleasantly. Schools can enrich leisure by having children participate in games and sports which may be easily continued in after-years, by cultivating in children a love of out-door life and all its activities, and by giving children an opportunity to develop hobbies in various creative fields. I need scarcely emphasise before a large body of pupil-teachers, the educative value of manual training. It has been rightly said that manual training is really mental training through the hand. But I refer to this subject here just to point out that the manual arts taught in your schools should be closely related to the common vocational activities of the rural community to which the pupils belong, so that the pupils' performance in the manual arts will be a valuable aid in vocational guidance at a later stage. Thus a vocational and rural bias could be imparted to the education of the children by the inclusion of gardening, carpentry, clay-modelling, weaving and spinning among the activities of the school. You will bear in mind, however, that the main object of education is the case of the great masses of people is not to give a narrowly vocational training, but is to enable each man to

understand his environment sufficiently to get the best out of life and give the best he is capable of to the community.

The education to be given at the elementary stage should be therefore systematic and thorough, so that its effect may last throughout life. Government, we learn, are preparing schemes for the consolidation and concentration of elementary schools at suitable centres. This is entirely to be welcomed, as such concentration will mean a larger body of teachers working together, better equipment and organisation and more effective methods of teaching. It is to be hoped that with these changes in the organisation and control of elementary schools, South India will witness in the next few years a real advance in the education of the masses, a rapid growth in literacy.

But this could never be achieved without the enthusiastic co-operation of the great body of teachers. And if they are to give their whole-hearted service, it is but reasonable that they should expect that their pay and prospects should be adequate and satisfactory. I hope local bodies will realise the importance of this matter and constitute a proper teachers' service, with provision for security of tenure, a provident fund and incremental scales of salary. Without security of tenure and reasonable prospects of promotion, it is impossible either to attract the right type of men to educational work or to expect them to devote themselves to it with sustained enthusiasm. However, as I am now addressing a body of teachers, I may be permitted to put that aspect of the question aside, and to appeal to you to have a high sense of your vocation as teachers and to fulfil your duties with single-minded devotion. A successful democratic form of Government without wide-spread education among the masses is as unthinkable as a building without foundations. It is your high privilege to carry enlightenment into dark places, to train the

mind and character of the rising generation of citizens in such a way that they will have some understanding of social and national well-being and will be useful and efficient members of the community. I wish you therefore all success in your great work. I am sure that as a result of your deliberations here, you will carry away with you new ideas and suggestions concerning your work and a fresh incentive for undertaking a great educational drive for the spread of literacy among the masses. I have great pleasure in declaring the Exhibition and Conference open."

In the afternoon Mr. C. R. Namasivaya Mudaliar delivered an interesting address in Tamil on 'Stagnation in Elementary Schools.' The Variety Entertainment which followed the lecture was widely appreciated. There was a Veena performance by Mr. Gomathi Sankara Ayyar of the Annamalai Music College besides vocal music and comic. In the evening there was an instructive lantern lecture on "Rural Libraries" by Mr. R. Ry. S. R. Ranganadhan Averbarg of the Madras University Library. In the night the teachers of the Kallakurichi Range staged "Vipranarayana" in the local Muthia Hall.

On the second day of the Conference, there were three instructive lectures connected with Instruction in Elementary Schools. The first was delivered by Mr. N. Subramaniam of the Saidapet Teachers' College on "The Teaching of Geography in Elementary Schools," the second was on "Child Education" by Mr. S. Jagannathan, Assistant, Kindergarten Section, Teachers' College, while the third was on "Alphabet Teaching" by Mr. S. G. Daniel, Retired Assistant Inspector of Schools. In the evening of the second day prizes and medals for exhibits were distributed by Rev. Father P. Verdure, S. J., Principal, St. Joseph's High School, Cuddalore. The Conference came to a happy and successful close with the "Golden Fattens" by the students

and staff of the local Government Training School. Mr. Dandeker, I.C.S., spoke a few words in appreciation of the Exhibition and Conference and thanked the organisers on behalf of the public.

The Conference and Exhibition really provided for the village teachers what they are most in need of, *viz.*, encouragement and guidance in their work, and meetings to brighten and cheer up their lives. The success of the Conference and Exhibition was mainly due to the efforts of Mr. T. V. Apparsundara Mudaliar, the District Educational Officer, and his local Deputy, Mr. P. Sitaraman, readily seconded by the Presidents of the Taluk Boards, Correspondents of High and Elementary Schools and the Deputy Inspectors of the District.

THE TANJORE DISTRICT TEACHERS' GUILD, TANJORE.

The annual meeting of the Guild was held on the 9th April at 2 P.M., in the premises of the K. H. School, Tanjore, with Rev. N. G. Ponnayya in the chair. There was a large gathering of teachers and local gentlemen. Khan Bahadur Tajuddin Sabib, M.L.C., President of the Committee of the Kalyana Sundaram High School, welcomed the delegates, on behalf of the Gopala-swami Teachers' Association. In the course of his learned address, he dwelt at length on the aims of education, the needs of modern life and the duties of teachers. The above Association was 'At Home' to the Guild.

The memorandum prepared by the Executive Committee and submitted to the department, in reply to the questionnaire on the revision of the S.S.L.C. scheme was read by the Secretary for the information of the general body.

Delivering a lecture at the meeting Mr. V. Saranatha Iyengar, M.A., Principal, National College, Trichinopoly, said: "For the majority

of our young people the high school is the finishing stage of education. So we have to include in it all that training which makes for the bodily and mental fitness of youth, health and good physique, aptitude for manual tasks and for plain living, sense of responsibility, a real interest in life and some artistic interest. For the higher training of youth the ordinary high school may not possess the equipment, the teachers and the amenities which an Intermediate College class possesses. Yet since the leaving age of a boy in ordinary cases has to be 15 or 16 we have to try and do as much as we can for his liberal education within that time. First, knowledge is required for a post in the public service, for study for a profession and for intelligent conversation and right living as well. The compulsory subjects of the curriculum are supposed to make up the amount of knowledge which every boy has to acquire for the purpose of general education for the formation of his mind; the very resistance to such a teaching in certain cases is discipline. The new educational movement emphasises the utter intimacy of an approach of the pupil to the objects with which he has to deal, while the older methods aimed at nourishing him with knowledge. The argument for having a slightly rigid curriculum is that even finer minds in schools stand to gain by it. They learn to conserve and to construct. Great writers who in boyhood did not get what is called a regular education are found to some extent incapable of fundamental brain work.

SUBJECTS OF STUDY.

"The compulsory subjects of the present S. S. L. C. require of the teacher intelligence, sense of proportion and tact of teaching and every school should choose its best teachers for them; but the examination in these subjects should change its character. The S.S.L.C. Board and the conference of teachers functioning as advisory committee throughout the year can fix the type of

examination paper which would help healthy teaching in each subject.

"The existence of optional subjects brings credit to school teaching because a fitter pupil would have something to work for. On no account should the better equipped schools be obliged to give up advanced teaching in certain subjects. In England development of the sixth Form work aided by the advanced course Regulation is considered to be of every great importance. Many schools are already equipped to teaching at least one optional science. Optional science and elementary science are wholly different things. Similarly a special period in history furnishes a stimulus to youth. The pupils who cannot win mental distinction may take some common vocational subject in Group 'C'. No change in the curriculum should be such as to affect the present academic equipment of schools. The whole community would suffer impoverishment if the ground already won in secondary education is in this manner given up.

A FATAL DEFECT.

"There is of course one fatal defect of the system, that the teaching of all subjects is not through the vernacular medium though the option to adopt it is allowed. The teaching of the mother tongue is recognised in other countries to be the chief instrument of education at the school stage. The mother-tongue as a subject must take, not a place which may happen to be vacant, but the first place and the mother-tongue as a method must have entered everywhere.

"We have to acquire one other language English for the present as culture-language. That is one by which we gain the world's knowledge and thought. Patriotism requires also our learning Hindi as an all-India language, not as a competing interest in the curriculum but as a language to fill an hour of leisure in the school day."

Concluding his speech, the lecturer said: "It is the business of the teacher always to seek mental freedom for himself and his pupils, by extending knowledge, by cultivating grace and good manners, and by a disposition to pour out his spirit upon his pupils. We need a new dispensation in education which brings freedom in school, and freedom for the teachers to use the curriculum for the higher moral benefit of the community."

RESOLUTIONS.

1. This meeting of the Tanjore District Teachers' Guild do recommend to the President, District Board, and to the Managers of all schools in the district, private or public, to give preference to the children of teachers, either in service or retired, in making new appointments, provided they are qualified.

2. This meeting of the Tanjore District Teachers' Guild do recommend to the President, District Board, Tanjore, and to the managers of all schools, private or public in the district, to grant school fee concessions to children of teachers in their service, as is being already done in some private institutions in the district.

3. This meeting of the Tanjore District Teachers' Guild do recommend to the President, District Board, Tanjore, to promote to the second grade such of the third grade teachers as are qualified to hold such posts, in all future vacancies of second grade teachers' posts.

4. This meeting of the Tanjore District Teachers' Guild do recommend to the Tanjore District Board to sanction as a temporary palliative to such third grade teachers as are qualified to be promoted to the second grade, an annual increment of Rs. 2 per mensem (*viz.*, the rate allowed for second grade) in their existing grade with retrospective effect from the date of passing their Intermediate examination.

5. This meeting of the Guild do resolve that, at the request in writing of any subscriber to the Teachers' Provident Fund and with the consent of the D. E. O he may be allowed to invest any portion of his subscription with interest thereon, in a policy of life-assurance in any approved company, without any prejudice to the contributions of the Government and the management.

6. The Guild is strongly of opinion that, while the application fees of the S.S.L.C. candidates have been raised from Rs. 12 to Rs. 15 and while it has been made obligatory for the Headmasters to act as Chief Superintendents at the S.S.L.C. Public examinations, it is not fair on the part of the authorities to deny them remuneration for the work they do and earnestly requests that they may be remunerated for their superintendence at the rate which obtained till now.

7. The Guild requests that at least the usual ordinary teaching grant may be awarded to aided schools without any 'axe' being applied and that the special teaching grant of one lakh of rupees till now offered may be restored during the ensuing year.

8. This Guild is of opinion that manual training may be a subject under Group B, and that only such manual occupations as are not very expensive may be taught in schools, by duly qualified instructors till more liberal grants are awarded by the Government.

9. This Guild recommends that the words 'on translation from English to Sanskrit and from Sanskrit into vernacular' be added before 'and' in line 4, para 1, page 29 of the 'S.S.L.C. Notifications and Examination Rules' and that the words 'other than Sanskrit' be added after 'classical language' in line 5 of the same para in the same page.

KRISHNA.

The following resolutions were passed at an emergent meeting of the Krishna District Teachers' Guild on the 9th April 32:—

1. The Guild views with alarm the arbitrary action of the management of the S. K. P. V. V. Hindu High School, Bezwada in serving unjust and unjustifiable notices under date 1-4-32 on several members of the staff of the school by which they propose to terminate the appointments of all on 30-4-32; and earnestly appeals to the said management to reconsider and rescind at once the notices referred in.

2. This Guild, while appreciating the financial embarrassment referred to in the notices, appeals to the management to do all in their power to improve the financial position of the school and to keep intact the status and the emoluments of the staff.

3. This Guild earnestly urges the management to take very early steps with a view to securing permanent recognition to the school seeing that in a large city like Bezwada with a population of 60,212 the needs of education demand at least two high schools for boys.

4. The Guild takes this opportunity of appealing, firstly to the generous public interested in the cause of education to extend their munificence in aid of the institution in its financial distress, and secondly to the department of education to render every help to see that by the possible closure of a long-standing institution dozens of teachers trained at the expense of the Government are not thrown out of employment.

The Director of Public Instruction, Madras, recently issued a circular to Headmasters of secondary schools and Secretaries of District Teachers' Guilds inviting their opinion on the following points regarding the remodelled S. S. L. C.: (1) Should the optional be retained? (2) In how many subjects should the candidate be examined? (3) Is it necessary to include Algebra and Geometry in the present Elementary Mathe-

atics syllabus? (4) Should there be any modification of the syllabuses in History and Geography and Elementary Science? (5) Should the B group be retained?

It is understood that replies have been received by the Commissioner for Government Examinations and that the department is considering them.

The 24th Provincial Educational Conference will be held at Madura on 12th, 13th and 14th May. Mr. V. Saranatha Aiyengar, M.A., Principal, National College, Trichinopoly, will preside. A Refresher Course for Elementary Teachers will be held under the auspices of the Conference from the 9th May to the 14th May. It is interesting that in this regard the authorities of the Conference have secured the co-operation of the department. There will also be a Refresher Course in Geography for Secondary Grade Teachers.

At the last meeting of the Senate of the University of Madras, a decision to confer honorary doctorates on Mahamahopadhyaya V. Swaminatha Aiyer, Sir C. Sankaran Nair, Sir J. H. Stone, Rev. E. M. Macphail, Sir R. Venkatratnam Naidu, Sir P. S. Sivaswami Aiyer, the Rt. Hon'ble V. S. Srinivasa Sastry, Sir Akbar Hydari, Rev. W. Meston, Raja Sir Annamalai Chettiar, Sir C. V. Raman and Her Highness the Senior Maharani of Travancore for valuable services rendered to the University or to education in general was taken.

In the Adult Education Centre at Mannargudi, which owes its origin to the generosity of Rao Sahib S. V. Kanagasabai Pillay, a special fortnightly course of lectures and demonstrations in Tamil for adults in the locality was conducted from the 21st April to 2nd May. The course comprised lectures on Religion, Civics, Rural Hygiene, Rural Economics, Study of Tamil, History, and Outlines of Modern Science.

DELHI.

JAGIRDAR'S CONFERENCE RESOLUTIONS.

The following are the resolutions passed by the All-India Jagirdars' Educational Conference held in New Delhi, on the 15th, 16th and 17th March, 1932, under the presidency of the Hon. Raja Sir Rampal Singh.

1. This Conference offers to His Gracious Majesty the King-Emperor its humble tribute of sincere expression of unswerving loyalty and devotion to the throne and prays to Providence that He may grant Their Majesties long life and prosperity. This Conference entertains the sincere hope that under the benign influence of His Majesty's benevolent care for the well-being and the progress of the people of the Empire, India and Great Britain may be enabled peacefully and successfully to solve the difficult problems with which the two countries are confronted at present.

2. This Conference places on record its sense of profound appreciation and gratitude to His Excellency the Viceroy for the very encouraging and inspiring message which he has been pleased to send to it and prays that His Excellency may continue to evince the same interest in the cause which the All-India Feudatories' Educational Association has undertaken.

3. This Conference offers to the Rulers of the Indian States a tribute of loyalty and attachment to their thrones and seeks their sympathy and assistance in the great task which it has set before itself.

4. This Conference places on record its sense of profound sorrow at the demise of (i) Her Highness the Maharani Chinkoo Raja Scindia of Gwalior, (ii) Her Highness the Dowager Maharani Laxmibai Pawar of Dhar, (iii) Her Highness the Maharani Tara Raja Pawar of Dewas Senior. (iv) Maharajkumar Shriman Bijay Singhji Bahadur of Bikaner, (v) Maha-

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rajikumar of Kishangarh, (vi) Lt.-Col. H. H. The Maharaja Sir Prabhu Narain Singh Bahadur, G.C.S.I., G.C.I.E., LL. D. of Benares, and expresses its heart-felt condolences to the members of the bereaved families. The Conference authorises its President to convey this expression of grief and sympathy to the families.

5. (a) This Conference resolves that an All-India Feudatories' Educational Association be established and be registered under Act XXI of 1860.

(b) This Conference resolves that the constitution of the All-India Feudatories' Educational Association submitted to this session be approved and adopted.

6. This Conference appeals to Associations having the same or similar objects either existing at present or coming into existence in the future to get themselves affiliated to the All-India Feudatories' Educational Association, chiefly for the purpose of giving effect to its educational programme and to avail themselves of its services in that respect.

7. This Conference strongly appeals to the Government of India, the Provincial Governments and Indian States to extend their sympathies to the All-India Feudatories' Educational Association in working for the early establishment of the contemplated Public School.

8. This Conference authorises the Executive Council of the All-India Feudatories' Educational Association to adopt and put into operation such educational schemes as may be formulated and approved by it in consultation with experts and with the approval of the members of the General Council, who have been and shall be requested to render assistance in this matter. Efforts should be made to utilise the existing institutions as far as possible.

9. This Conference authorises its General Secretary to approach the Indian Public Schools

Society with a view to ascertaining to what extent it may be possible for the educational aims of the Conference to be achieved by means of co-operation with that Society. In the event of the Indian Public Schools Society being willing to modify their scheme of the Indian Public Schools in such a way as to enable it to meet the needs of the land-holding classes, the Conference authorises its Executive Council to co-operate in every way with the Indian Public Schools Society for the establishment of such a school at the earliest possible time.

HYDERABAD.

OSMANIA TRAINING COLLEGE EDUCATIONAL EXHIBITION

After a dormant period of 40 years the Osmania Training College held a public function, first of its kind in Hyderabad, on 14th April 1932, when an educational exhibition was held by the Principal and the staff of the institution to popularise and to propagate the latest methods of teaching.

The exhibition drew a very large number of visitors from all parts of Hyderabad, Secunderabad and Bolarum.

The articles exhibited covered a very wide range of subjects such as history, geography, literature and general method, hygiene and school health, child education which included Montessori apparatuses, science and experimental education, wood work and education handwork. A special feature of the exhibition was the large number of vernacular books for children compiled by experienced educationists along scientific lines. Some of the published works of the Principal, the Vice-Principal and other members of the staff were also exhibited. The Paintings of Buddha by Mr. Samiullah, the educational hand-work teacher, attracted a great deal of notice. All the above exhibits were skill-

fully and artistically displayed. Some of the well-known publishing firms of India like Messrs. Longmans Green & Co., Macmillan and Chitar Shala and a local firm, the Hyderabad Engineering House, the National Muslim University Book Depot, Messrs. Srinivasa Varadachari & Co., Madras, Akhbar-i-Talim, Lahore, the Moga Journal, and local officials such as Dr. Gulam Mohiuddin of the Forest Department, Mr. Khan Shid Mirza of the Mines Department and Mr F. Weber of the Physical Training Department, also contributed to the success of the exhibition. The Principal Mr. Sajjad Mirza and his staff entertained the guests to tea. The guests were so much impressed by the exhibition that they requested the Principal to keep it open for at least a week in order that the public may reap the full benefit of it. Mr. Ibrahim Hassan of the Kodak Company demonstrated educational films.

The Training College had its beginning in a very small and humble institution in the year 1891. It was then called the Normal School and trained teachers for the infant and middle schools. Thirty-five years later it was raised to the dignity of a college and has since then been training pupil-teachers for secondary schools. There has been a change this year so far as the awarding of certificates to post-graduates is concerned. The B. T. has been made into a diploma in education followed by the B. Ed. degree which will shortly be instituted.

The progress that has been achieved by the college is in no small measure attributable to the unremitting labour of Mr. Sajjad Mirza, the present Principal, and his young, energetic and qualified staff.

We congratulate the Principal and his staff on the unparallel success of the exhibition which provided a great opportunity for public enlightenment on such an important problem as child education and we sincerely hope that such occasions and functions will be repeated more often.

MYSORE.

ALL-INDIA AMBULANCE COMPETITIONS, LAHORE.

A party of five Rovers (members of the St. John Ambulance Brigade, Boy Scout Headquarters), competed for General Haji Hafiz Obeidullah Khan Ambulance Challenge Shield held in February last and came out successful standing first among the successful teams. The party was presented with a shield costing about Rs. 12,000, cash of Rs. 100, and individual silver medals by His Excellency the Commander-in-Chief, Sir Philip Chetwode.

SUMMER TRAINING CAMPS

An Advanced Training Camp for Active Scout-masters from all over the State will be held at Sri Ramadevara Katte in Hassan District in the latter part of May.

A Training Camp for Rover Scout Leaders will be held near Balehonnur in Kadur District from 27th April to 12th May 1932.

Bangalore, Kolar, Shimoga and Mysore Districts are running Scout-master Training Camps during the summer holidays. Bangalore and Kolar Districts are holding Cubbers' Camp as well.

A Rally of Chickmagalur Scouts was held under the august presidentship of His Highness the Chief Scout on the 2nd March.

MADRAS UNIVERSITY LIBRARY.

LATEST ADDITIONS

A. Science (General).

Lodge : *Pioneers of Science.*
Bingham : *Biology in Human affairs.*

C. Physics.

Loeb : *The Nature of a gas.*
Houston : *A Treatise on Light.*
Weyl : *Gruppen theorie und Quantenmechanik.*
Lynde : *Vorlesungen uber Wellenmechanik.*
Whyte : *Critique of physics.*
Lynde : *Everyday Physics.*
Saunders : *A Survey of Physics for College students.*
Loeb : *Fundamentals of Electricity and Magnetism.*
Poor : *Electricity and Magnetism.*
Gregory : *A Short History of Atomism from Democritus to Bohr.*
Kronig : *Band Spectra and molecular structure.*

E. Chemistry.

Oaslow : *The Principles of Plant Biochemistry, Part 1.*
Koltzoff : *The Colorimetric and Potentiometric determination of pH.*

F. Technology.

Hume-Rothery : *The Metallic State.*

G. Biology.

Shumway : *Text-book of General Biology.*
Devar : *Difficulties of the Evolution Theory.*
Lindsey : *The Problems of Evolution.*

H. Geology.

Shull : *Heredity.*
Scrivenor : *The Geology of Malaya.*
Spencer : *The World's Minerals.*
Hatch : *Minerology.*
Johannsen : *A Descriptive Petrography of the Igneous rocks.*
La Hee : *Field Geology.*
Nevin : *Principles of Structural Geology.*
Gregory : *General Stratigraphy.*

I. Botany.

James : *An introd. to Plant Physiology.*
Lundegardh : *Environment and plant development.*

Johnson : *Taxonomy of the Flowering plants.*

J. Agriculture.

Gr. Britain, Empire Marketing Board : *Australian and New Zealand fruit shipments.*

K. Zoology.

Sukumaran : *Animal Life.*
——— : *Pranivamsa Charitam.*
Hunter : *The Romance of Fish life.*
Fox : *Blue Blood in Animals.*

L. Medicine.

Newman : *Health and Social evolution.*
Talbot : *Treatment of Epilepsy.*
Vasudevan Moosed : *Ashtanga Samgraham, 3 v.*
Ohandler : *Introd. to Human Parasitology.*
Holmes : *Roentgen interpretation.*
Andrews : *Diseases of the Skin.*

M. Useful Arts.

Nilakanta Sarma : *Jyotissasthra Subhodini, 2 Parts.*
Pillai : *The Hindu System of Palmistry and Physiognomy.*
Sankuni Menon : *Padayum Padagoppum.*

N. Fine Arts.

Binyon : *Landscape in English Art and Poetry.*
Subrahmanya Suri : *Hallisamanjari.*

O. Literature.

Campbell : *An Anthology of English Poetry.*
Lagouis : *The early life of William Wordsworth, 1770-98.*
Drinkwater : *Poetry and Dogma.*
Booke : *John Webster and the Elizabethan drama.*
Gissing : *The House of Cobwebs.*
Buckrose : *Silhouette of Mary Ann.*
Chesterton : *Come to think of it.*
Murry : *The Problem of Style.*

Nilakanta Pillai: Sri Maha Kannasa Ramayanam.

Narayana Pillai: Chila Kavita Pratidvanikal.

Venmani Nambudri: Pooraprabhandam.

Ramakaimal: Kerala Kalidasam.

Cheriyar: Kalande Kolayara.

Sankunni Menon: Sri Devi Raghavam.

Raman Nambisan: Keralaswaran, v. 1.

Velu Pillai: Sri Ramayanam.

Panikkar: Doraseeni.

Krishnan Pillai: K-li Soudham.

Kaviraja Sripada Krishnamurthy Sastri: Sri Krishna Bharatam, v 3 & 4.

Haward: Village life in the fifteenth century.

Cruse: The Shaping of English literature.

Kitchin: A Survey of Burlesque and Parody in English.

Hartman: Haneley Coleridge.

Stuart: Christina Rossetti.

Armstrong: Coll. Poeme.

Harris: The Nature of English Poetry.

Lawrence: Shakespeare's Problem comedies.

Harrison: Shakespeare.

Baldwin: William Shakespeare adapts a hanging.

Massinger: A New way to pay old debts.

Granville-Barker: O: Dramatic Method.

Morf: The Polish heritage of Joseph Conrad.

Braybrooke: Some Catholic Novelists.

More: The English works, Volumes 1 & 2.

Priestley: Essays.

Galsworthy: The Creation of Character in Literature.

Ward: Foundations of English Prose.

Elton: A Sheaf of Papers.

Sikes: The Greek view of Poetry.

Fulop-Miller: New Light on Tolstoy.

Subrahmanya Suri: Ascanaka Ramayanam.

———Vallibahuleyam.

Sastri: Kalidasanum Bhavabhutiyum.

Dukes: Drama.

Ebisch: A Shakespeare bibliography.

Robertson: The State of Shakespeare study

Clark: Thomas Heywood.

Taylor: William Congreve.

Dottin: The Life of Daniel Defoe.

Dimnet: The Bronte Sisters.

Quiller-Couch: Hetty Wesley.

Charteris: The life and letters of Sir Edmund Gosse.

Lockhart: Literary Criticism.

Achyuta Menon: Minnaloli.

———Manimala, Pt. 2.

Narayana Gurukkal: Satyagrahi.

Rama Varier: Amara Simhan.

O. Literature.

Masefield: Chaucer.

Wordsworth: The Prelude or growth of a Poet's mind.

Keats: The Letters, 2 volumes.

Welby: A Study of Swinburne.

Garrod: Poetry and the Criticism of life.

Archer: Play-Making.

McDowall: Thomas Hardy.

R. Philosophy.

Lodge: Beyond Physics.

Planck: The Universe in the light of modern Physics.

V. History.

Krishna Pisharoti: Tiruvithancore Charitam.

Hoover: The Economic life of Soviet Russia.

X. Economics.

Gray: The Development of Economic doctrine.

Hess: Advertising.

West: The Root principles of investment

Junnosuke Inouye: Problems of the Japanese exchange.

Weston: Economics of the English Banking system, etc.

MADRAS UNIVERSITY LIBRARY: The number of readers and the number of books issued during the month of March 1932 were 3694 and 10015 respectively. The corresponding figure for the last year were 4181 and 11047.

S. R. RANGANATHAN,
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, 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 entire civilised world has been celebrating this year the Centenary of Goethe's death. The study of

German cannot be said to be exactly popular in this country, partly because there is not much room for more than one European language here and English, due to various historical reasons, occupies the leading place. But the writings of Goethe, at least in translations, are familiar to most cultured Indians and it is proper that among the numerous tributes which are being paid to his immortal memory to-day there must be some from this country. Goethe's life and work will always have a special claim on the people of India as he was among the first to draw the attention of the Western world to the greatness of Indian thought and literature. His admiration for Kalidasa's master-piece is well-known and his appreciation has been quoted very often:

Wouldst thou the young year's blossoms
And the fruits of its decline,
And all by which the soul is charm'd,
enraptured, feasted, fed?

XXXVIII—51

Wouldst thou the earth and heaven itself
In one sole name combine?
I name thee, O Sakuntala, and all at once
is said.

Goethe went so far as to say that he could never think of writing a play without the heroine of *Sakuntala* coming into his mind. The world of intellectual scholarship and culture is ever widening and no nation can afford to-day, not to take deep and abiding interest in the intellectual life of the rest of the world. We are therefore glad to find that India has not been unmindful of these obligations and the Centenary of Goethe has already been celebrated at many places in India, including some University centres.

This brings us to a new organisation which has been formed in Calcutta for cultural fellowship with foreign countries with the following objects:—

To cultivate and foster international fellowship through mutual understand-

Cultural Fellowship with Foreign Countries.

ing, good-will and service, by securing facilities for foreign educational travel and studies and providing opportunities for coming in closer contact with the life and culture of the people, for both Indians and foreigners in the countries they visit;

To found Indian Students' Federations to be linked up with International Students' Federations of Europe and America;

To honour the great men and women of all countries in suitable manner;

To interpret the culture of India to the world and *vice versa*;

To co-operate with other Associations working more or less on similar lines;

To adopt such other measures as are conducive to these aims and objects.

It will be noticed that these aims are highly commendable and we hope the new organisation will receive the support which it so richly deserves. All those interested in the movement should correspond with Dr. D. N. Mitra, its Honorary Secretary, at 4, Shambhunath Pandit Street, Calcutta.

Our readers will be interested in the news that Prof. P. Seshadri has been appointed Principal of the Government College, Ajmer, and he has taken charge of his new appointment early in April. The Government College, Ajmer, is one of the oldest and leading colleges of Northern India and is easily the best centre of higher education in Rajputana

and its neighbourhood. While we are glad that the Government of India have been able to secure his services for the institution, we regret that he should now be losing the freedom of his non-official life and he should also be leaving the United Provinces of Agra and Oudh, where he has been such a leading figure in the educational world for the last fifteen years or more. Apart from the many personal reasons for which the appointment will be welcomed, there is also the interesting circumstance that he is the first Indian to be appointed to the place and he will therefore carry the best wishes of a large number of people on the occasion of his assuming the new appointment.

One of the interesting developments of the social and educational life of to-day is the increasing attention which is being paid to the need for enlightening young people on matters relating to sex. It is absurd that while adequate knowledge is considered essential for entering any department of life people should be hustled into marriage without any adequate realisation of their responsibilities. An old fashioned sense of prudery has unfortunately prevented people till now from throwing any light on the subject but we are glad some of these barriers are breaking down and educationists are considering seriously the need for instruction in the subject and the best agency for imparting it. In the course of an article on the matter in a recent number of the *Spectator*, the Duchess

Sex-Education.

of Atholl has some valuable suggestions to make on the subject. It will be readily conceded that teachers and parents have opportunities for helpful talks with children on the subject, but the Duchess of Atholl asks if in addition to teachers and parents, leaders of youth clubs, scouts, guides, and other juvenile organisations cannot undertake the task. "The youth leader," writes the Duchess, "is the companion of boys and girls chiefly after they have left school, when lessons learnt in earlier years are being put to the test. If school can be relied upon to take all children as far as a knowledge of reproduction of life in plants and animals, and to instil in them a sense of the reverence for the wonders of creation, the application to human life and teaching on human responsibility could be given either by the willing and qualified teacher to the boy or girl in the last year at school, or tailing this in post-school years, by the leader of a juvenile organisation who had had some special instruction. Co-operation in this matter between teacher and youth leader, with the consent of the parent, would fill what is now too often a serious gap in a child's equipment for life and I believe would earn the warm gratitude of many a working-class parent."

The excellent work of the Fergusson College, Poona, during the last several decades has been such that we cannot of course countenance any attempt at reducing the importance of the institution. We must however confess

to a certain amount of sympathy with the conditions which are now being laid down by the Government of Bombay for the better management of the institution. The Government of Bombay insist that the maximum strength of the college should be reduced to 1,200 as it has been found difficult to maintain efficient discipline with the present abnormal strength. It is also laid down as a condition of the payment of grants that the management should consist of members drawn from various communities of Poona and should not be confined practically as at present to people of one caste. We understand the conditions have been accepted by the Board of Management and we hope that these reforms will lead, not only to increased efficiency but also to better discipline. An interesting development in connection with the recent troubles in the Fergusson College is the movement for the establishment of another college. Some of the Professors, who recently resigned from the Fergusson College, have made arrangements for another college which has already secured adequate financial support and readers in South India will be interested to hear that the Principal of the new institution is to be Prof. Khadje who was till recently head of the English department at the Annamalai University. We wish the new institution all success and we trust it will not be worked in any spirit of hostility to the Fergusson College.

There is perhaps a certain amount of risk in adding to the existing number of journals and reviews in the country, but we welcome *India and the World* which is described as an organ of Internationalism and Cultural Federation and which is being edited by Dr. Kalidoss Nag of the University of Calcutta. Dr. Kalidoss Nag is a well-known scholar of Oriental subjects and has had the advantage of having toured extensively in Europe and America. As the Secretary of the Greater India Society, Dr. Nag has rendered very useful service and has a wide outlook on cultural subjects with a good grasp of their international affinities and mutual dependence. Started at the beginning of this year it has already run into four numbers and we have pleasure in bringing it to the notice of all students interested in Indian and world culture.

We have drawn attention from time to time to the need for the elimination of national and racial bitterness from all history teaching and supported the recommendations of the League of Nations for tackling this question through the educational agencies of the world. We are glad to find that a good deal has been said in favour of this stand-point by General Smuts of South Africa who has always displayed considerable understanding of the general problems of the world and who can be expected to rise above national prejudices in the judg-

ment of world-problems. In the course of an interview, he pleaded the other day for a radical change in the teaching of history. "Most histories are written," he said, "in such a way as to inflame national pride, glorify the heroes of battle and stimulate a sense of separateness. In order to see war in its true perspective children must learn more of the history of the common people, more about the development of art and science in various countries and about the great men and women who have contributed to the world's cultural heritage. They must learn to understand the evolutionary process in main thought and feeling which has culminated in the League of Nations." Co-operation in the field of international sport is another suggestion to which special attention is drawn by the General. As he points out, it has not been sufficiently realised that sports and games are a good approach to a more co-operative view-point. In Ancient Greece when the elders of the divided cities argued, quarrelled and warred with each other, the youth of these cities held their Olympic games and there resolved their differences. Foreseeing the vision of international peace, General Smuts ventures to say in conclusion: "Children are born world citizens and if they be left undrilled in a narrow nationalism and helped judiciously in their efforts to get to know each other, they will establish for themselves quite naturally a co-operative world state."

It cannot be said that the subject of the reform of examinations is receiving sufficient attention here or elsewhere in spite of the numerous criticisms which have been made from time to time on the injustice of assessing the work of pupils, not on the work done throughout the course, but on the results of a final examination. We are usually not very much in agreement with the views expressed by the *Educational Worker*, the monthly organ of the Educational Workers' League in England, but we cannot deny that there is considerable truth in the indictment of examinations contained in the following picture which appears in its recent number.

Each in a desk apart from the others—some sitting bolt upright, others leaning forward with a tense look—the children await the examination. For here, within these walls and before the sun sets, shall be decided the verdict. It will be a verdict, not upon the work of twelve months or more, but one which shall determine the future of the child. Should sickness, nerves or ill-luck intervene upon this fateful day then all will be over; the key to a secondary education will have been missed and with it the chance of entering the ranks of the black-coated workers. As working class children there is no alternative before them.

This day is the measure of the teachers also and their work. Here will the value of one man or woman be set against that of another, in mathematical terms—a percentage of passes worked out to decimal places. This is the measure of one school against another.

It is the inescapable feature of the society in which we struggle that the value of industry is measured in terms of dividends. Another feature of the same society is that the value of education is determined by passes in an examination. Consequently it is a rock against which the

vague idealistic theories of advanced educationalists crash into futility.

The children sit in rows, each in a separate desk. Those who have made a successful collection of facts are now unloading their ephemeral knowledge on to the white sheet before them, that is, if they have not in a panic unloaded the wrong load. The duller children are puckering their brows whenever the head-teacher looks their way, some are cheerfully writing nonsense. Over the bent heads of the examined broods that awesome silence associated with schools and cathedrals. The teachers converse in whispers.

And what is the end of all this—these rows, these questions, this silence? The President of the Board of Education will answer for us:—

"The finest gold reserve in the country is a well-conducted, well-trained child." But what is a well-conducted child?

"Twenty minutes more," announces the superintendent.

We offer our hearty felicitations to the Girls' Patasala, Secunderabad, on the occasion of the celebration of its Golden Jubilee, a

detailed report of which appears elsewhere. From humble beginnings the institution has risen to the position it holds to-day as a big recognised school and it is gratifying to note that it has been possible for the management to construct a building of its own. We convey our congratulations to those who nourished the institution till now and to the present Head-mistress, Miss H. M. David, who has been a careful guardian of the institution. The authorities have rightly awarded her a scholarship for higher studies abroad in recognition of her meritorious services to the school and we wish her all success.

MADRAS UNIVERSITY.

Intermediate Examination, 1933.

	RS.	A.	P.
SHAKESPEARE—JULIUS CÆSAR, with Introduction and Notes, by Mark Hunter, M.A. (College Classics Series) ...	1	12	0
GOLDSMITH—THE DESERTED VILLAGE, with Introduction and Notes, by J. M. Henderson, B.A. ...	0	8	0
COLERIDGE—THE RIME OF THE ANCIENT MARINER, with Introduction and Notes, by E. E. Kellett, M.A. ...	0	12	0
MACAULAY—ESSAYS ON BUNYAN AND GOLDSMITH, with Introduction and Notes, by E. H. Elliot, B.A. ...	0	12	0
A HISTORY OF INDIA, Part I—HINDU INDIA—by C. S. Srinivasachari, M.A. and M. S. Ramaswami Aiyangar, M.A. ...	2	8	0
A HISTORY OF INDIA—Part II—MUHAMMADAN INDIA—by the same authors ...	3	0	0

(Prescribed as text-books

for the Intermediate Examination of the Madras, Andhra, Mysore and Annamalai Universities.)

A HISTORY OF INDIA, Part III—BRITISH INDIA—by the same authors— <i>Ready Shortly</i> .			
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	0

Intermediate Examination, 1934.

SHAKESPEARE—JULIUS CÆSAR, with Introduction and Notes by Mark Hunter, M.A. ...	1	12	0
GRAY—ELEGY WRITTEN IN A COUNTRY CHURCH-YARD and other Poems with Introduction and Notes by E. E. Kellett, M.A. ...	0	8	0
KEATS—ISABELLA OR THE POT OF BASIL with Introduction and Notes by E. H. Elliot, B.A. ...	0	12	0
TENNYSON—MORTE D'ARTHUR AND OTHER SELECTIONS with Introduction and Notes by the same Editor ...	0	8	0

B.A. Degree Examination (Revised Regulations) 1934.

SHAKESPEARE—A MID-SUMMER NIGHT'S DREAM with Introduction and Notes by the Rev. R. Scott, M.A. ...	1	6	0
SHAKESPEARE—OTHELLO with Introduction and Notes by Michael Macmillan, B.A., D.Litt. ...	1	6	0
MILTON—PARADISE LOST, BOOK IV, with Introduction and Notes by E. E. Kellett, M.A. ...	0	12	0
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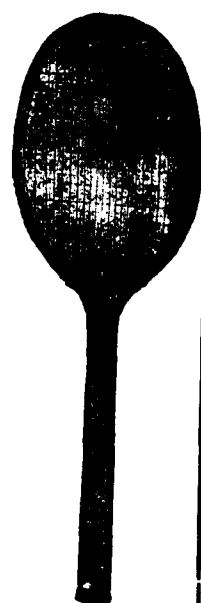
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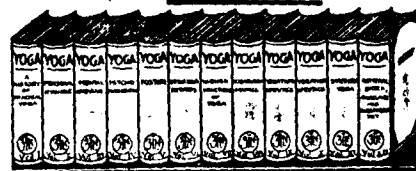
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PURELY SWADESHI COMPANY. HIGHEST BONUS DECLARED.

Rs. 25 per 1000 per year "Whole Life"

Rs. 21 per 1000 per year "Endowment"

PROGRESS PROVES POPULARITY.

Assets exceed	... Rs. 1,45,00,000
Policies in force	... " 6,00,00,000
Claims paid	... " 80,00,000
Total Annual income exceeds	... " 36,00,000

FEMALE LIVES INSURED.

Branches in Madras Presidency :—

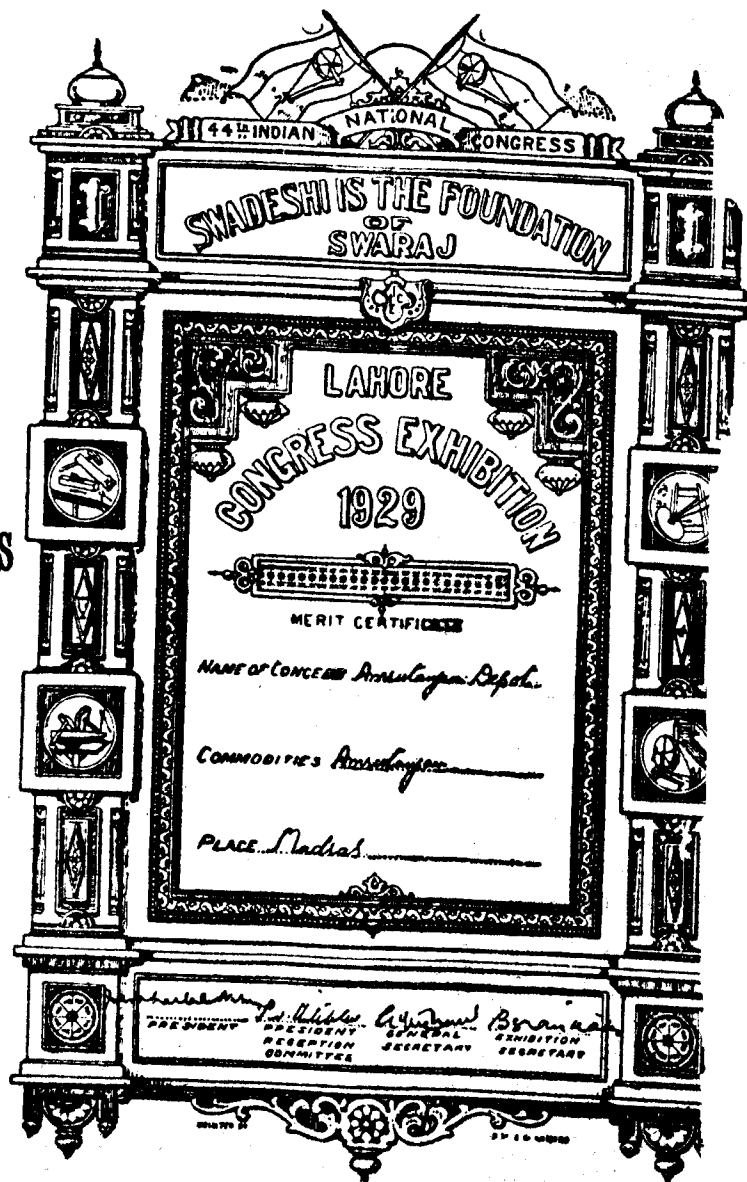
MADRAS, MADURA & CALICUT.

For other particulars communicate with :—

P. K. AYER,
MANAGER,
Madras Office.

MULLICK GRIDHARILAL,
GENERAL MANAGER,
Lahore.

REVIEWS OF ALL KINDS PROCLAIM



40 Years

AGO

AND

TO-DAY

AMRUTANJAN

BEST INDIAN PAIN BALM.

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