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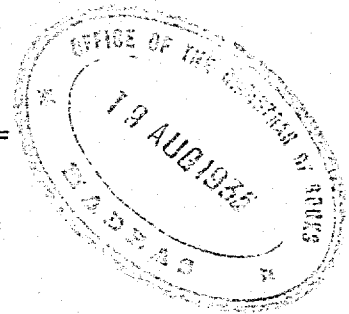
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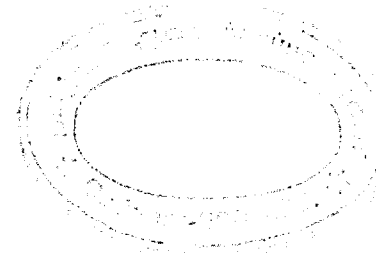
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HISTORY IN SECONDARY SCHOOLS: ITS AIM AND PURPOSE

BY

M. VENKATARAMAIAH,

In discussing this subject it is absolutely necessary to keep in mind what exactly 'History' is and distinguish it from much that goes under its name. History is a record of man's progress in all spheres of his life. It is the story of his achievements in making life on this earth better, happier and nobler. It is 'the memory of the human race' and it ought to contain things that are worth remembering. It is a narrative of the tools, implements and machines that he fashioned from age to age; of his arts of production and consumption; of his treasures of architecture, painting, sculpture, music and poetry in which he embodied his ideals of beauty; of his intellectual, moral and religious ideas; and of his political, social and economic institutions. It is not a mere chronicle of kings and queens, their courtiers and favourites, their pleasures and vanities; it is not even a story merely of military exploits, diplomatic feats and territorial conquests. It is 'History' in the wider sense of the term, the 'New' or 'Synthetic' history as conceived by writers like Robinson, Wells, Marvin and others. Moreover it is 'History' as it is and not as politicians and propagandists wish it to be. It is a record based on irrefutable evidence and not on conjecture or guess work. Much of the prejudice against History as it is taught in Indian schools is due to the fact that it is conjectural or controversial in its character and that it does not include much that has to be included.

Another point that has to be noted in this connection is that History in Secondary schools—and this is true of every other subject—has no independent purpose of its own, different from the general purpose of Secondary education. It is one of the means by which the general aim of Secondary education can be realised. Broadly the object of Secondary education is to enable the pupil to adapt himself to the environment in which he has to lead his life when he grows to be a man. This environment is partly physical and partly human. The human environment consists of the society or the community of which the individual is a member—the community with its political, economic, social, religious and cultural characteristics, some good and some bad. Whether one likes or not one has to live within such a community. Adaptation to this environment is possible only when the individual obtains an intelligent understanding of it. An Indian finds for instance that his coun-

try is governed by Englishmen and the sovereignty over him is exercised by the King of England in Parliament; that within India itself there is one part directly ruled by the British and another subject to their suzerainty; that the people of the country are grouped as Hindus, Muslims, Sikhs, Christians, etc., according to their religion and also as members of different castes and sub-castes; that the large majority of people live in villages and the number of towns is small and so on. It is true that from a study of the human geography of India a pupil can get a descriptive account of these and several other features but it is only in the light of the historical circumstances that brought them about that he can be said to really *understand* their nature and significance. It is as a result of man's efforts in the past that society has come to be what it is at present. A study of the history of the country is thus absolutely necessary to enable the youth to understand contemporary India. Such an understanding is required for two purposes. It will enable the individual to see that the community of which he is a part is the outcome of necessity. This will make him sympathise with his surroundings. For he will find that while there are defects and imperfections in the human environment around him there is also much that is good. This will serve as a corrective to the prejudice that is now found among a large number of the educated people in the country that there is nothing of real worth in Indian society, that Indian religion is full of superstition, that Indian social organisation is nothing else except the tyranny of the few over the many and so on. It may be that there are numerous defects like these but History shows that there have always been men and women striving hard to better the conditions around them and a knowledge of History creates in the youth of the land a sense of sympathy towards the efforts made in the past and gives an insight into the real nature of the present.

Just as man's efforts in the past are responsible for the community as it is at present so also it is man's efforts now and here that will mould its future. There are always reformers dissatisfied with their environment and fired with an honest zeal for its improvement. But in attempting to transform the social structure it is necessary to understand how the present structure has come into existence, the parts out of which it has grown and the inter-relationship between those parts. It is the past that offers the clue for future reform. Just as the soil from which a plant grows should be analysed and the history of the plant has to be carefully studied before its breed can be improved so also is it necessary for a social reformer to study the history of the society before he can reform it on right lines. Attempts are made to transplant the institutions of one country into another but they do not generally succeed because of the peculiar conditions of the latter. It is only History that will reveal these peculiar conditions and enable the reformer to obtain success in his endeavours. Many of those that are now in Secondary schools are bound to become enthusiastic reformers in their later life and to them the study of History is of particular value.

Another aim that has to be prominently kept in mind in the teaching of History is the development of the pupil's capacity to establish connection between cause and effect in the evolution of society. There are so many changes occurring in the history of every country. History is not merely a narrative of these changes as succeeding one another from time to time. It is not merely a description of what precedes and what follows. The historian aims at explaining the 'Why' of events and not only the 'How' of them. He pieces all the available evidence, discovers the true relationship between one piece of evidence and another after properly classifying them, and is able to

point out the effects of particular causes. This is just what a scientist does. It may be that the explanation given by historians at one time may be falsified by subsequent research and investigation. But this is not the peculiar defect of History. It shares this along with all sciences. In no science has finality of truth been achieved. It is a perpetual effort at it that is being made. So also the student of History will find that historians are engaged in discovering truth in the field of human affairs. In teaching History in Secondary schools the pupils must be made to see that they are engaged in an effort to seek truth and not in mere memorising of ready-made facts.

It should also be the aim of History to cultivate among the pupils a sense of change in the society around, to cultivate the idea that nothing is stationary and that there is a dynamic process affecting man's development. They should be made to realise that the value of institutions, of moral rules of conduct and of intellectual and religious beliefs is not absolute but only relative to time and circumstances. The large majority of men are conservative and are generally under the impression that perfection has already been reached or is incapable of being reached. It is only through a study of History that this attitude can be changed and their co-operation obtained in bringing about desirable changes in our environment.

Another aim to be steadily kept in mind in this connection is to make the pupil really cultured in the best sense of the term. The cultured man is one who has no narrow prejudices, who is prepared to appreciate points of view and modes of life different from his own and who realises that there are different standards of what is right and good. Some of the great peoples of the world have been wanting in culture of this kind at all times. The Greeks for instance regarded all the rest of mankind as inferior 'barbarians'; the Aryans of India treated the other peoples as 'Mlechas'. The white people of modern Europe and America consider the coloured peoples as uncivilized. In all these cases a study of the history of other peoples and of other lands is sure to serve as a good corrective. Every nation has achieved something worthy and noble in its own way, succeeded in triumphing over difficulties and contributed much to the progress of the world. It is only our ignorance of the history of other countries that makes us blind to all this and creates in us a feeling of undeserved superiority, pride and arrogance and it is this that is responsible for much of that bitterness and hatred between country and country and for most of the wars that are their outcome. The aim of History should be to remove this kind of pettiness, jealousy and hatred and develop the sentiment of human brotherhood. It will show to us that unity is not uniformity and that it should be based on diversity.

If the above are the primary purposes for which History should be taught it becomes necessary for educationists to consider on what lines books intended for study in Secondary schools should be written on what events emphasis should be placed and how History is to be correlated with other subjects. It may be said that more emphasis should be laid on modern lines than on ancient lines, that a detailed study of the History of England before the Age of Exploration is unnecessary for Indian boys and that some place should be found for the teaching of World History in so far as it has connection with India. This is a separate theme by itself which other contributors to this journal are sure to dwell upon at length.

HISTORY AND PATRIOTISM

BY

REV. W. M. RYBURN,

Christian High School, Kharar, Ambala.

A patriot is usually thought of as one who loves his country and is willing to work for her, to serve her, and, if necessary, to die for her. Usually, too the idea of dying for one's country is considered to be more patriotic than living for one's country. The extreme form of what we might call militant patriotism is represented by the slogan, "My country right or wrong, but, right or wrong, my country." The extreme form of idealistic patriotism is represented by the man who is prepared to go to jail or to death for what he considers to be right, because he owes it to his country to stand for the highest he knows.

True patriotism requires that we give our country the very best that we have in us. Note that this includes mental and spiritual best as well as physical best. It requires that we devote all our powers physical, mental, and spiritual, to the well-being of our country, and requires that we shall never allow ourselves to stand for any national policy which we consider to be lower than the best. The true patriot is the man who always stands for what he thinks to be best, because he believes that only so can he serve his country as she should be served.

Thus it often happens that the true patriot finds himself in a minority. His ideals, and his principles, are above those of the majority. He cannot admit that the principles and actions of the crowd are right, and therefore cannot endorse them. To the crowd he appears unpatriotic because he does not go with them. In the long view, it is the crowd which is unpatriotic, because it is keeping the actions of the country on a low level, and not allowing it to rise to the ethical, social and international level to which it rightfully belongs. Socrates is a classic example of the true patriot dubbed unpatriotic by his compatriots and forced to suffer for his patriotism. The conscientious objector in the last war is a more modern example of the same thing.

Professor Laski says, "No state is ever securely founded save in the consciences of its citizens. No state, indeed, has ever a better safeguard against error than respect for those consciences. To treat them as trivial, to regard activity built upon them as moral wrong, is to injure itself far more than it can be injured by them. To know that they have quality of spirit enough to insist upon the lesson inherent for them in their experience of life is already some justification of its effort. To suppress that spirit is to deny its own purpose. Thereby it lends itself not to the enlargement of personality, but to its suppression. That, after all, is the ultimate crime in the historic record."

True patriotism then depends on the development of the conscience in the individual, and its effective influence can be felt only when the state is liberal enough to perceive the truth of the words quoted above. As the state is ultimately the people, and the government, in the last resort, depends on the will of the people, the development of true patriotism is largely a matter of

the right education of the mass of the people. In this education, History has a very essential place, and a very important place, to play. It is largely through the teaching of history that we get our conceptions of the real value and importance of our country, and of its real contribution to the welfare and progress of the world.

It should be noted that nationalism and true patriotism can be two very different things. They can also be very much allied. It depends on the standards and ideals of nationalism. In these days we are all too familiar with the blatant imperious nationalism which causes its devotees to regard themselves as superior to all others, or at least leads them to put what they conceive to be their interests before the interests of all others. The nationalism which takes for its weapon, force, and relies for the attainment of its objects on the use of force, which we have so much with us today, goes hand in hand with so-called patriotism which expresses itself in flag-wagging, sabre-rattling, threats of fire and slaughter. History and the way it is taught is largely responsible, if not for the actual existence of this spurious patriotism, at least for the preparation of the ground in which it can flourish.

No one can deny that from the reading of the ordinary text-book of History, the impression gained is that a nation's greatness consists in the magnitude and number of its conquests, in the strength and power of its fighting forces. The greatest patriot is the man who can kill the greatest number of his country's enemies or can best support those who are engaged to do so. We give the title of "Great" to Alexander, to Pompey, to Charlemagne, to Frederick, to Alfred, to Akbar. In the case of the two latter, although the claim to greatness does not rest entirely on conquest, especially in the case of Akbar, it is doubtful if the term "Great" would have been applied to them if conquest or possession of empire were eliminated.

In ordinary History books the title "Great" is not bestowed on the truly great in the history of mankind, on the Buddhas, the Nanaks, the Galileos, the Newtons. Thus a false emphasis is taught. The child is brought up to think that the important thing in History is war, and that the important characters in History are the warriors. It is consistently taught that a country is great and worthy of admiration when it succeeds in conquering a number of other countries and inflicting sorrow and tribulation on them. In this respect the Indian child is fortunate in having always the history and example of Asoka before him.

The result of this emphasis in the teaching of History is that the child naturally grows up to identify patriotism with large armies and navies, and to think that it is unpatriotic to oppose such things. He is brought up to have an utterly wrong standard of judgment for the worth and achievements of his country; the standard of "might is right and power is everything". It is not surprising that, with History books written as they have been for the most part, in a prejudiced, biassed way, giving one side of the picture and suppressing or ignoring the other, (the current accounts of the Mutiny in 1857 are glaring examples of this in Indian History) exalting one nation and having nothing good to say for another, the present unfortunate position has arisen in the world, where nationalism with false patriotism as its henchman seem to be driving the nations to their destruction.

But just as it has been due to false emphasis and wrong standards of value in History books, that this false patriotism has been produced and developed, so history, if rightly taught, can be a most powerful influence in the

development of true patriotism. The child is not born with these false ideas of what his country should strive to do, or with these low ideals of what his country should stand for. The small child singularly free from all racial and national prejudice, from any idea of the superiority of his country over others, from all suggestions that his duty is to try to make his country powerful to the exclusion of all ideas of service. As the child grows up, it learns these things from its elders. Our task then is not to eliminate, so much as to make sure that what the child learns is knowledge which will help him to develop a true patriotism and will help him to understand the true destiny of his country and wherein its true strength and glory lies. The task before the History teacher is a positive one, and it is a task, moreover, which must commence from the very beginning of the child's school career.

The first thing to be done is to see that the child grows up with a correct idea of the relative value of the events and persons of which he reads in History. This can be done only if from the very beginning of the teaching of History, (and History ought to be begun from the first year of school life, at least) we throw our emphasis on the positive, social, cultural achievements of our country, and of our countrymen and countrywomen. The teacher must train the child to think of wars and conquests as of secondary importance, and teach him to dwell on the scientific, social, moral, religious, and philosophic progress made by the child's country. The heroes of History must be heroes of peace and not of war; heroes of construction and not of destruction. Naturally at first, with the young child this will be done in a very elementary way. But as far as the teacher is concerned, right from the beginning the right attitude must be there, so that the child may gradually grow up to take that attitude as the normal one.

It is impossible of course, to drop war, fighting and warriors from History. They form part of it and must be dealt with. But they must be given their correct place, which is a secondary one. We must not teach history so that they fill the whole horizon or even a chief part of the horizon. It is largely a matter of emphasis and attitude, and hence the teacher can do a great deal even though he has to work with text-books which do not give him much help in this matter. In this connection one might mention that there is need for the writing of History text-books on the History of India which will give the right emphasis. Such books are beginning to be produced in the West, but little has been done in this country.

In the second place if History is to play its part in helping to inculcate a true patriotism, it is necessary for the History of one's own country to be taught against a background of World History. No one can understand the true history of one's own country if he does not also see the place it has taken in the History of the World, and in connection with other countries as they have developed, with world movements, with general world development. It is only as one can see this that one can really understand the history of one's country, and can appreciate her contribution to the progress of the world.

A History course, then, should always include a course of World History, and no child should leave school without having been given some idea of the general history of the world. This may be a very brief outline, but should be sufficient to enable him to fit his own country into her proper place in the general history of the world. Again, in doing this, right emphasis should be placed. It should not be simply an account of conquests. The contributions, real successes, and failures of each country and nation should

be brought out and in this way children may be led to understand the contribution that other nations have made to the history of the world and the indebtedness of one nation to another. In this way a better idea of the special contribution of one's own country may be gained, and this knowledge will be tempered with a knowledge of what other countries have done, and so the jingoistic superiority complexes so common today may be avoided in the days to come.

Again if History is to do what it can to develop true patriotism, it must help children to learn to think for themselves. Nothing is more necessary than that those who, through the ballot box, control the destinies of a nation, should be able to understand the repercussions of types of action or policy. History supplies an excellent field for training children and students to think along these lines. If in their learning of History they are trained to pay attention to, and to look for, causes and results of actions rather than to worry too much with the details themselves, then an invaluable habit can be built up. It is of little importance to know what battles were fought in a particular war and how and where. But it is of immense practical importance to understand why the war was fought, what was its influence, what was the bearing of certain personalities on the position and the results.

If a habit of searching for such things is built up, we will develop men and women whose mental attitude to their country and its doings will enable them to offer it the highest patriotism. They will not be swayed by everything they read in the newspapers, nor will they be inclined to take such things as truth. They will have learned that it is possible for their country to make mistakes or even sometimes to do what is wrong. They will have learned to come to their own conclusions and will therefore be far more worthy citizens than those who merely follow the crowd. They will have developed the conscience, without which the state cannot progress.

History therefore can have a great influence for good or for bad in the matter of the development of patriotism in the rising generation. It is the duty of those who are in a position to do so, to do all that we can to so teach the subject that right standards are inculcated, that habits of judging and thinking are developed, and that in this way the highest form of patriotism may be set before our children. This will result in developing in them a strong love and devotion for their own country, while at the same time they will not try to override and crush the same devotion in others, recognising the contribution which they have to make.

MUSEUMS AS AIDS TO HISTORY TEACHING

BY

F. H. GRAVELY, D.S.C.,

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So long as history is confined to the classroom it tends, when not in the hands of an exceptionally gifted teacher, to appear to the pupils as a dull sequence of rulers, dates and battles, devoid of life and interest, instead of as the fascinating and often dramatic story that it really is. Something can be done to rectify this and to give life and reality to the dry facts, by visits to places of historical interest such as Mahabalipuram, Conjeevaram, Tanjore, Gingee, Hampi, or St. Mary's Church in Fort St. George. But, unless carefully prepared beforehand, such visits are apt to work out as no more than a pleasant picnic instead of the historical revelation that the infusion of a small amount of correct and interesting information would make them.

Most museums contain exhibits of historical interest, and a little time spent in one of them should show the teacher what to point out during historical excursions in the neighbourhood: while if he can sometimes take his pupils there, they are likely to see objects illustrating a greater variety of historical periods than they could do in any single place of historical interest, though unfortunately not in their local setting. Original historical material is, of course, limited in amount in a way that natural History specimens, for instance, are not; and it therefore tends to be concentrated in the larger and more important museums. But even small school museums can get very useful collections of photographs, coins issued by different dynasties, old prints and maps, old types of common household articles, etc., and it is most desirable that they should do so.

Since different museums will necessarily differ widely from one another in their historical collections it is impossible to deal with the matter further from a general point of view; and the best I can do is, therefore, to illustrate, from the museum of which I have charge, how such collections can be used to assist the teaching of history.

History was preceded by prehistory; and in the prehistoric gallery of the Madras Government Museum there are specimens of the tools used by man in the Early and Later Stone Ages, before the use of metals had been discovered, as well as more numerous objects belonging to the prehistoric part of the Iron Age in which we are still living. In Europe it is now possible to give approximate dates to such objects, but arguments from Europe are not necessarily applicable to India and must be used here only with the greatest caution; for different types of culture do not succeed one another simultaneously in every country of the world, nor even among all the different peoples of any one country, and it is well known that certain Indian tribes retained their Stone Age culture till quite recent historical times and have by no means wholly lost it even yet. Much investigation is needed not only with regard to the dating but also the significance of the various objects and types of burial as indicators of customs and mode of life. But if care is taken not to read into them more than is really justifiable, prehistoric

exhibits can usefully be shown to children as illustrations of the earliest known forms of human culture.

Coming now to the historic period, the Madras Museum is fortunate in possessing a fine series of Buddhist sculptures belonging to about the first two centuries B.C. and A.D., mostly from the great stupa at Amaravati, a more or less solid mass of masonry erected near the Krishna river over a relic of the Buddha. Many of these sculptures represent scenes from the life of the Buddha or from the *Jataka* stories of his earlier incarnations; and in giving form to these scenes it was natural that the sculptors should depict the buildings, costumes, etc., that were in use around them. In this way they have provided us with wonderful glimpses of life as it was lived by the people of South India about two thousand years ago. The clothing of the well-to-do, including the king and his court, was kept to the minimum needed for comfort and decoration, while servants wore a short tunic covering the whole body, exactly as recorded in early Tamil literature (see Kanakasabhai "The Tamils Eighteen Hundred Years Ago", pp. 116-7, 119 and 135-6); but whereas the verbal records may give to some an impression of the people as half naked barbarians, the sculptures clearly show them to have been men and women of culture and refinement; and if the modern coolie sometimes covets his master's fine suit of clothes the slave of those days was no doubt equally covetous of his master's greater degree of ease and coolness. In such things as bullock carts and thatched huts there seems to have been little or no change between that time and this; but large buildings were lighted by the horse-shoe windows characteristic of the period and seem to have looked very different from the buildings of today. City gateways are represented in many different sculptures, and are always of a uniform type, which must therefore be presumed to have been the form prevalent at the time.

The Pallava period of Tamil history, to which the earliest surviving Hindu monuments of the Tamil country belong, is represented by three images of Vishnu, one of Surya and one of a worshipper, as well as by photographs illustrating the development of temple architecture during about the last 250 years of Pallava supremacy, from the early cave temples of Mahendra Varman I—of which the example shown is clearly based on a city gateway of the type seen in the Amaravati sculptures—to the temples of Narasimhavarman II, and his successors.

The five centuries of Chola supremacy are illustrated by photographs and diagrams showing the further development undergone by temple architecture during this period and by a number of metal images of Buddha as well as of various deities, Buddhist as well as Hindu.

The history of the early Tamil kings includes a series of wars with their Kanarese rivals the Chalukyas. Both the Chalukyas and their successors the Hoysalas were great builders of temples. The earliest surviving Chalukyan temples are of two distinct forms, one characteristic of northern India and the other, superficially very like that of the Tamil country, characteristic of the south, the latter eventually absorbing the former and thus giving rise to the form of temple on which sculpture was so marvellously developed under the Hoysala dynasty. Temples of this type are represented by a number of sculptures from the Bellary and Anantapur Districts, including a magnificent stone doorway, a miniature vimana tower from above a niche and a number of images.

When, for the first time, the whole of South India was united into a single empire under the Vijayanagar kings, the Tamilian style of architecture

was further elaborated and seems to have spread into all their dominions, the Hoysala style becoming extinct. The sculpture of the 250 year period of the Vijayanagara empire is represented in the Museum by a number of carvings from the gopura erected by Krishnadevaraya at Tadpatri as well as, no doubt, by many images in both stone and metal, though the latter cannot be clearly distinguished from more modern ones; and architectural development during this period is illustrated by photographs and diagrams.

Architecture and sculpture supply museum exhibits of greater value than any others for the teaching of Indian history, especially as the last 250 years of Pallava supremacy, from which alone Pallava monuments survive, the first and second 250 years respectively of Chola supremacy, and the 250 years of Vijayanagara supremacy form four more or less distinct architectural periods equally dividing the 1000 years between the earliest surviving Pallava monuments and the commencement of the modern architectural period with the downfall of the Vijayanagara empire in about 1600 A.D.—an easily remembered chronological framework which can readily be used to give proper perspective to various historical events. But coins and copper-plate grants, though less spectacular, can also be seen in the Museum and are of particular importance as sources of historical information; and still further illustrations of more or less recent history are to be found in the gallery devoted to arms. In connection with comparatively recent history, the set of antique brass figures, believed to have been made in the Godavari District during the eighteenth century, and the case of East India Company china, may also prove useful.

Smaller museums are likely to contain a much smaller number of objects of historical interest. But as pointed out in the opening paragraphs, even school museums can collect prints, photographs etc.; in which connection it may not be out of place to mention in conclusion that photographs, including those of some of the objects mentioned above, can be purchased for a few annas each by personal application to the doorkeeper or office of the Madras Government Museum.

TEACHING OF HISTORY AND LIBRARY HOUR

BY

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I have pleasure in responding to the invitation of the Editor for an article on 'Teaching of History and Library Hour'. Thanks to the spade-work of the Madras Library Association and the enthusiasm of the Director of Public Instruction, Library Hour has become a part and parcel of the daily routine of our High schools. Yet, how best to utilise this hour still remains a problem. Though there is hardly any subject to which the Library Hour is not a valuable complement, yet few teachers have realised the importance of the Library Work to the teaching of their respective subjects. This is bound to be so until the gulf between the Librarian and the Teacher is effectively bridged. It is the earnest hope of the writer that the time is not far when every Librarian will be a Teacher and every Teacher a Librarian.

Among the subjects which have much to gain from the Library Hour, History is certainly one. "Politics", said Sir John Seeley, "is the fruit and History is the root." If History is really to shape the political fortunes of a nation, then the responsibilities upon the History teacher are immense. At the present moment, it has to be painfully admitted that History teaching is neither interesting nor useful. History to any student in our High schools is merely a catalogue of names, dates and events. No History teacher can claim to have cultivated in the mind of the boys a feeling of indebtedness to the past in the spiritual and cultural aspects. Students take to History because they find themselves weak in other subjects. I have very often heard headmasters advising students to take up History simply because they have not a good record in other subjects. This is due to the impression that the study of History requires little intelligence and much less imagination. Such an impression however is not without justification. As it is, the term "teaching" itself in the case of History is a misnomer. History classes are still dictation classes. What the teacher does in many cases is to summarise some books other than the text and to repeat his epitome without any attempt at personal investigation and independent valuation. 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 other notes. Readings of illustrative value are hardly commended to the students. If students are at all referred to standard works . . . the deficiency comes from lack of Library facilities." In schools where libraries exist, there is the lack of knowledge in Library technique. Success in History examination depends upon cramming. If the dictation is displaced by lectures, the lectures are merely a medley of dates and events confusedly intermingled. The wonder, therefore, is not that students have little interest in History, but how they have even this little interest. Even if History teaching is not interesting, it could be excused if at least it passes the utilitarian test. But no utility can be found by any stretch of imagination to the study of History at present unless it be that it enables men of low brain power to pass the examination.

The question therefore is 'How should History-teaching be' if it should be of use to the student and therefore to the society? First and foremost,

it should promote a love of the subject. It should create in the students a desire to carry on further research; above all it should enable the student to take a vital interest in the politics of the country. If these benefits should be derived, History should be taught altogether on different lines. The teacher should create a desire on the part of the students to know more. The teacher should make the student understand that every question in History has another side. He should mention to the student the various books that are available on a particular topic and make the student read those books and show to him where exactly they differ from one another. In short, if History is to become interesting, lively, and useful, the work of the teacher is more in the library than in the class room. If there are four hours for History in the time-table, I would prefer the teacher devoting three hours for library work and one hour for lecture. On the lecture day, the teacher should give an outline of the topic and post the students with information regarding the books available on the topic. On the succeeding three hours, he should be with the students in the library, guiding their reading work. It would facilitate his work considerably if the teacher puts on the notice board a list of reference books on a particular topic. He should take advantage of these hours to meet everyone personally and to explain to them special difficulties. As the students have three days, they would have had ample opportunities of knowing what different historians say on the same topic. On the next day following the previous week, the teacher should discuss with the students the opinions of different authors, and give his own conclusions if any. In so doing the teacher should never inflict his opinion on the student nor should he make the class room an arena for his pet theories. He should make every student maintain a library record note book and insist upon the candidate entering the opinions of different authors on the same topic. This would promote a research bias in the students—the absence of which at the present moment is the saddest feature in the study of Indian History.

Thanks to the unprecedented development of means of communication we have rightly or wrongly become citizens of the world. As such, the student has to be taught not a narrow kind of patriotism but a sense of 'world-mindedness'. This consists in stimulating a desire to study about international organisations. The creation of an 'international mind' is therefore a very important duty of the History assistant. It is impossible for the teacher within his limited time to create an international outlook through his lectures. This again is a work to be done by the student during the library hour. In short, the Library is to History what the Laboratory is to Science. It is there the History student learns how History is made.

How History is made can also be brought home to the student by enabling him to make the contemporary history; though a student cannot get hold of old implements and old coins i.e., sources of Ancient History, he can certainly collect materials for contemporary history—materials which will be of inestimable value in time to come. Although we blame our ancestors for not having left behind them adequate records of their own achievements, I am afraid we are also liable to be accused on the same score a thousand years hence. What attempts I ask, are we making to leave to posterity records of our own culture and civilisation? The one important source of contemporary history is the newspaper. I have still to see a library in India which specialises in the preservation of newspaper cuttings. An incident like a child with two heads or again information like test-tube babies, though a source of mere amusement to us is bound to be a source of great historical

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HISTORY TEACHING AT THE INTERNATIONAL SCHOOL, GENEVA *

BY

M. MAURETTE,

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The teaching of History in the International School has been a great problem. Each child is taught his own national history at a special lesson once a week, but the teaching of general history, without emphasis being put on any special country, is the main thing. Each class gets an average of three hours of general history a week against an average of three quarters of an hour of national history.

During the ten years of the school's experience, various experiments have been made. I cannot go into details and will only give here the actual plan of the History teaching as it has evolved gradually. It is still evolving. One generation of children has been subjected to an experiment which will be completed only in two years' time.

THREE WAYS OF TEACHING HISTORY

The first experiments proved that history can be presented under a threefold aspect and that those various aspects are not understandable to children at the same periods of development.

General History can be taught as the progress of mankind, its slow conquest over its surroundings. This is roughly, History of civilization, or, as the Americans put it, social science. It can be taught as a sequence of happenings, political and social, the repeated actions and reactions of various groups of the human race, the effects of strong personalities on the trend of these events. This is mainly Political History. It can also be taught as a study of historical facts, their whys and wherefores; political History being what is seen on the stage, this would be the study of what happens behind the stage. Instead of dealing with facts, it deals with ideas. An example is Mr. H. G. Wells' book, "The History of Mankind." This also comes under the heading of social science in a more advanced aspect. An ambitious title would be "A Philosophy of History." The teachers of the International School recognized at once that to young children, the first thing was to give 'the history of civilization' background. First, it appeals most to them: modes of daily life differing from their own. Second, it is the essential basis of an international outlook on life: the knowledge that the slow growth of humanity is a common process to all the people in the world, a common heritage. Third, it is the only thing that can make them realize this very difficult fact (for children) the length of years elapsed. It is the only safe preparation for a sound chronology.

Therefore in the younger classes (children between eight and twelve) only history of civilization is taught. It is called general culture.

The class between eight and ten studies centres of interest on actual human life—more geographical than historical: for instance, life of negroes in

* Reprinted from 'The New Era' (London), June 1935.

Africa, of American Indians, of Asiatic nomads, of mountain villages. A special emphasis is thus put on primitive life, so that later the children may realize more vividly the efforts made by the human race to rise out of this level of life. In the course of two years they study prehistoric man (cave dwellers etc.).

The classes between ten and twelve study centres of interest dealt with in a different way. For one whole school year they take a single subject: clothing or housing or travelling or food: they study it both in its actual aspect and in its historical aspect. One single child gets to know only two centres in his school life, but we do not think it is the subject in itself that is important or the information it gives. The emphasis is put on the training of the mind which becomes used to following the evolution of human life and its adaptation to different conditions, the same kind of problems turning up time after time and being solved one after the other by various groups of human beings in pretty much the same ways.

FACTS AND IDEAS

Once the background is given to the children, the actual teaching of historical facts begins at thirteen. Now, six years ago we tried to deal at once with the two forms of history analysed above, political happenings and their explanations—facts and ideas—ideas being predominant and the H. G. Wells 'Outline of History' our guide.

The teacher trying the experiment very soon realized that the result would be pitiable. The children learning about the facts for the first time were startled by them, wanted to know more, got muddled with the ideas which the facts tried to emphasise. It obviously led to the hazy-mindedness and to a tendency to repeat idea statements in a dogmatic way without being able to justify them by examples—an international catechism replacing a national one. Therefore it seemed necessary to separate the two things.

First, a study of facts was planned for children from thirteen to fifteen. Then, their minds being matured and their fact information correct, ideas could be dealt with and the History course revised from a new angle.

SELECTING FACTS

We started the building up of the fact teaching four years ago with one class. This first experiment will be completed at the end of this school year. The sequel, the 'idea' teaching, will be dealt with next year for the first time. Therefore we cannot yet present any conclusions. We can only describe the first part of the experiment.

The problem of CHOOSING THE FACTS to teach was the main one. They had to be chosen out of International History (without regard to our normal habit of emphasising some national history), in order to provide examples for the next history course dealing with ideas.

A strictly chronological plan has been followed. Each century, all over the world, is studied as a separate unity, emphasis being put on the simultaneousness of events. A special text-book has had to be written. From this text-book—presenting all kinds of historical facts in all parts of the world—the children themselves extract the various national or local histories in a special note-book. Later on, revisions can be made either international-

ly or nationally. Chinese, Japanese, Indian and Asiatic history come in their proper place. In certain centuries they appear foremost in importance: for instance, Asiatic history in the thirteenth century at the time of the great Mongol empire. Gradually American, Australian and African history come into the picture. But, very naturally, as they reach the modern period, the children realize that European history is becoming predominant and that from it radiate tentacles reaching to the ends of the world. They recognize it in a very practical way: it takes more pages in their note books when they extract it from the general history text-books.

STUDYING IDEAS

Next year we will begin to deal with the 'idea' part of the history course with the generation of children which has reached fifteen. This course will be organized so as to provide at the same time a revision of the historical facts. For instance, we shall begin with 'Primitive Religions': this will provide a revision of prehistoric Egyptian, Mesopotamian, early Indian, early Chinese and Japanese civilization, also the origins of the Greek religion. The next subject will be the growth of the Greek cities and their government. This will start with a review of Greek history and will lead to a study of government principles involving a study of our own days.

The Roman Empire review will lead to discussions of ideas on what makes an empire, and comparisons through the ages.

The birth of Christianity will be studied and compared with the birth of other widely spread religions. The gradual growth of the church will lead to a study of international ideas upto our own times.

This is a very rough outline of things done and things not yet done. Its defects are obvious, but at a time of research for the right way to shape the mind of the world's youth, humble suggestions may be welcome among many others. May these prove so.

(New Era, June 1935.)

TEACHING OF HISTORY AND LIBRARY HOUR

(Continued from page 380.)

value a thousand years hence. History students in the library class should be taught to collect, sort and preserve such materials. The teacher should acquaint the students in the library hours with the various books that are of value to them in History.

What has been said in the above paragraphs is only a brief survey of the potentialities of the Library Hour in History teaching. The success of this hour, however depends upon a well-equipped library and an efficient librarian. Unless it is realised that the library is the heart of the school and that the librarian is the highest of teachers, it would be very difficult to make the library work really effective.

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District Educational Officer, Madras.

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The fact that we have established—*viz.*, that in our schools we start with a normal group in Form I and still have a normal group in Form V—means that our methods of school examinations and detentions based on them are no better than a system of lottery. We examine boys annually in order to eliminate the unfit, but we succeed only in eliminating the fit and the unfit indiscriminately.

It now becomes necessary to determine where in our school procedure the element of chance lurks and how it can be eliminated. The element of chance can be found both in our methods of teaching and in our methods of examining.

Element of chance in teaching methods.—The only method universally employed in our schools is the one that has been dubbed the method of “talk and chalk.” The unit of teaching is the class. The teacher talks to a class of 40 boys for 45 minutes and leaves the class-room fully convinced that because he has taught for 45 minutes all the 40 boys in the class have learnt what he has taught. A moment’s consideration will show that this presumption is entirely unwarranted, for it is based on the belief that all the boys have listened all of the time. No teacher can hold the attention of all the boys all of the time. It is too much to expect even a few of the boys will have listened all of the time. Even the most determined adult with mature, strongly developed powers of concentration cannot prevent his attention from wandering. The nature of attention is that it is intermittent. Concentration merely means that every time attention wanders it is brought back by force of will to the subject on hand after a shorter or longer period of inattention. “Psychologists have not been unaware of a certain tendency towards periodicity in mental life. They have recognized clearly, for instance, the intermittent nature of attention. Impressions are not taken in continuously. They ebb and flow. They succeed each other in swift surges of light and darkness. Attention seems to be a kaleidoscopic flashlight series of swiftly successive discrete experiences.”* The utmost one can hope for with this “talk and chalk” method is that some of the boys will have listened for some of the time. Which boys have listened to which part of the “lecture” is entirely a matter of chance. One writer has employed an apt simile. He compares this method of teaching to trying to fill 40 ink bottles placed in rows by throwing a bucket of ink at them. By this method the quantity learnt by any one boy depends too much on chance. The method results in too much teaching but very little learning; and ample scope is given for forgetting.

Our present methods are something like nature’s methods. A tree produces millions of seeds. Ingenious methods of dispersal are devised. But on what ground the seeds fall is left so much to chance that only a few of the million seeds produced by the tree have any chance of growing up into strong and healthy trees. Much time, effort and ingenuity are spent on preparing the seeds of knowledge—in other words the lesson—then like nature

we content ourselves with broadcasting. Whether the ground is prepared to receive the seeds broadcasted is no more our concern than it is nature’s. In the actual dissemination of knowledge so much is left to chance and so little attention paid to the learner that there is as much waste of knowledge as there is waste of the seeds produced by trees in such profusion. We pay too much attention to the preparation of the lesson and too little to the individual who is to learn it. Scientific methods are bound to lessen wastage and increase the yield.

The remedy for this is obvious. A method based on the individual work principle must be used. Nothing else *per se* will raise the standard of attainments—not even using the vernacular as the medium of instruction throughout the high school. Many teachers have objected “In arithmetic we use the individual method for no other method is possible. Why is the standard of attainment in this subject no better?” For a very simple reason. It is true the mathematics teacher does less talking, but he is far from using the individual work principle. The entire class is still the unit. Let the reader visualise the procedure. The teacher sets the class a problem to work. Each boy is expected to work the sum independently. But is he allowed to do so? The teacher waits a few minutes. Two or three of the brightest boys finish the problem. The rest are at various stages of incompleteness. The teacher can wait no longer. Before even one half of the class has finished he starts working the sum on the black board, expecting that the major portion of the class which has failed to solve the problem will learn by listening to him “talking and chalking.” The inevitable result of this method is disastrous. The majority of the boys in the class soon realise that however eager they may be, the teacher will not give them enough time to work the sum and so very early they give up all ideas of even attempting sums in the class. Subconsciously the boys seem to say to themselves “However much I may try, this teacher will never give me enough time to work the sum. Why should I try at all, seeing that, before I am halfway through, he will stop me and work it out on the black board for me? It is quite enough if I make a pretence at work.” Though it is 25 years and more since the writer’s school days ended he still has very vivid memories of his impressions of his own class room reactions. The writer ought to be ashamed—but he is not because it was the teacher’s fault and not his own—to admit that he was one of those numerous boys who for this very reason very early gave up attempting to solve problems in the mathematics class. In consequence he was—and still is—a dud in mathematics.

Element of chance in school examinations.—Chance enters into the examination by two doors. One of these ways is called “the error of sampling” and the other is what is known as the “subjectivity” of the type of examination which is commonly in use. The essay type of examination we use is peculiarly subject to both these defects.

Fig. *—explains better than words can, how chance enters owing to errors in the sampling of questions. The grave defect to which the essay type examinations is subject and which is called subjectivity, is explained in every modern book on Educational psychology. Numberless experiments have been conducted to prove the existence of this defect in every school subject. The following table (Table VII) of an actual experiment conducted in an experimental class will fully illustrate the need for objective and consequently less unreliable examinations. The English answer books to a paper

* Rugg and shoe makers—The child centred school.

* C. W. Odell—Traditional Examinations and New-type Tests.

of the usual type of English paper II were given to three teachers for valuation. The marks awarded by one teacher were not divulged to another. Ordinarily anyone of these teachers would have been entrusted with the valuation of the class papers and therefore the promotion or detention of these boys would have depended entirely upon their valuation. Taking an extreme case *viz.* No. 15 R. V. it will be seen that if the paper had gone to Mr. W. F. the boy would have passed creditably but if it had by sheer ill-luck gone to Mr. J. D. the boy would have failed miserably. Until this experiment was conducted these teachers had refused to believe that there could be such differences in the valuation of "experienced" teachers like themselves.

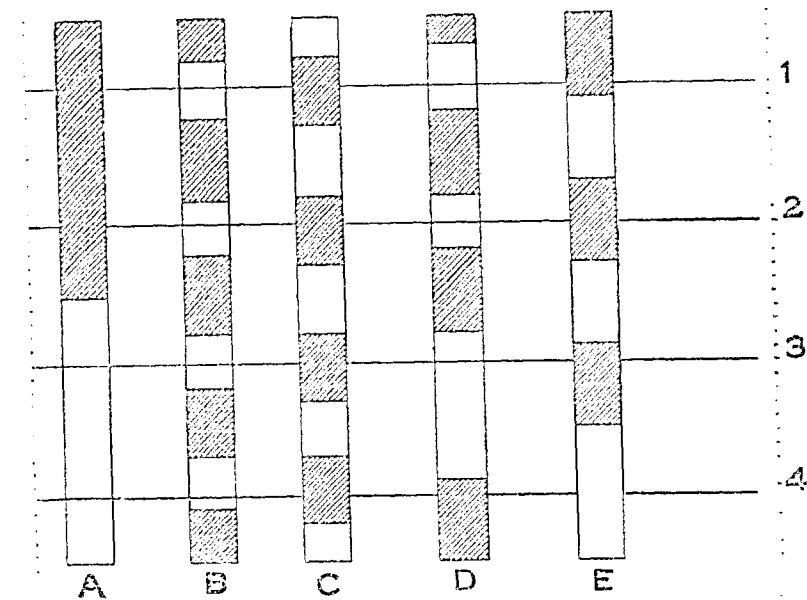
Table VII

Names of pupils.	Marks awarded by :—			Marks in objective Test-Max. 95.
	Mr. W.F.	Mr. Y. R.	Mr. J. D.	
1. B. F. A.	12	24	28	46
2. P. S.	20	28	20	63
3. N. R.	28	40	44	63
4. D. V.	8	16	8	34
5. S. P.	32	12	10	63
6. K. P.	36	44	18	49
7. A. J.	24	36	14	51
8. J. A.	20	12	4	45
9. R. D.	16	24	16	46
10. J. T.	20	40	14	49
11. D. C. S.	16	28	20	51
12. V. J.	48	60	40	76
13. K. A.	32	52	26	64
14. M. S.	14	28	10	42
15. R. V.	60	32	8	35
16. M. P.	28	24	16	59
17. O. V.	22	16	72	46
18. M. M.	76	80	40	75
19. V. K.	28	20	4	67
20. A. D. R.	20	32	8	53
21. S. Per.	16	28	8	40
22. R. U.	20	16	8	45
23. D. R.	16	20	8	41
24. G. E.	56	40	20	71
25. K. S. T.	8	16	4	56
26. D. L.	52	44	4	43
27. D. Ved.	64	56	60	74
28. R. S.	32	56	40	66
29. J. A. J. R.	64	36	20	58
30. M. R.	40	24	12	68
31. R. V.	24	40	12	74

With only 30% as passing minimum With passing minimum 45%
 Mr. W. F. Fails 19 ; Mr. Y. R. fails 16 ; Objective test fails only 6.
 Mr. J. D. Fails 25.

All this is bad mental hygiene for the boy. He becomes imbued with a vague sense of injustice which he is unable to express in so many words—but he does express it in action. He becomes a believer in his "luck" and begins

to act somewhat like the cricketer who must put on his left shoe first for absentmindedly putting on the right shoe first will result in his gaining a pair of "spectacles." Even "copying" to such a boy is nothing wrong. He is not so much trying to deceive the teachers as to circumvent the devil of chance. In the school-boy world, copying is nothing immoral. There is no sense of morality involved. To the school-boy copying in an examination is not an offence involving moral turpitude—no more than travelling without a ticket on the railway or dodging municipal taxes is viewed as an offence involving moral turpitude by the public. To pretend to be shocked at the moral depravity of a boy who "copies" is ridiculous. The really depraved boy does not bother to copy for he is already too far gone to care whether he passes or fails. The "moral instruction" which we are compelled to give does nothing more than convert boys into sanctimonious hypocrites.



A, B, C, D, E are five boys. The columns are the total quantity of subject to be studied. Each boy knows exactly half of the subject; but the portion one boy knows is different from the portion known to any other of the five. The shaded parts represent the parts of the total subject which each boy knows.

The horizontal lines 1, 2, 3, 4 represent four equally spaced questions. If a line passes through a shaded part the boy can answer that question; if a line passes through an unshaded part the boy cannot answer it as the unshaded part is that part of the subject which the boy does not know. When a few questions are asked as in the usual essay-type question paper the examination is very unreliable as the result depends too much on CHANCE.

A can answer 2/4 questions.
 B can answer 0/4 questions.
 C can answer 4/4 questions.
 D can answer 1/4 questions.
 E can answer 3/4 questions.

Next suppose that every horizontal line of the graph paper is a question. We get the modern objective test. Counting will show that now each boy can answer 50% of the questions.

(To be Continued)

THE DAILY PROGRESS REGISTER AN EXPERIMENT

BY

MR. A. GOVINDARAJULU MUDALIAR, B.A.,
*Headmaster, Thyagaraya Chetty Hindu Secondary School,
Washermanpet, Madras.*

With a view to enlist the sympathy of the parents in the cause of this Institution, I called on the parents of 47 pupils of the Third Form, during the last Christmas holidays. Then I read out to them from the marks register maintained by me, the marks secured by the boys in the test examination held in English from time to time. Thus I was able to rouse the interest of the parents of the pupils and to make them evince more interest in their boys.

After the half-yearly examination was over, the progress reports of all the 240 pupils in the school was ready for distribution in February 1935. Encouraged by the success of my visit to the parents during the last Christmas holidays, I made up my mind to visit the parents of all the 240 pupils of the school and to hand over to them personally the half-yearly reports of the boys. Thus I was able to rouse the indifferent parents from their lethargy, and to make them realize clearly the progress of their boys in education.

The following defects were learnt from the parents in my rounds:—

(1) Some pupils do not show their parents the Quarterly and half-yearly progress reports and get their initials thereon, in token of their perusal of the same, as desired by the class teachers.

(2) Test examinations are held by the class teachers from time to time. The answer papers after valuation, are returned to the boys who should show them to the parents, and obtain their signatures thereon in token of their perusal of the same. Some pupils did not seem to do so. So their parents were ignorant of the same.

(3) As an Educational Officer of 31 years' standing, it is my strong conviction that Love and Faith in God promote a good deal, the formation of character in young men, and taking of 'Asirvadham' from their parents and elders, will gradually fuse in the young men, the right spirit of respect and reverence for them. With a view to attain these objects, I have instructed all my pupils that they should worship God and take asirvadham from their parents every day at home. Many parents were quite ignorant of these points.

(4) Some boys do not study their lessons regularly at home, and do not care for the advice of their parents.

With a view to rectify the above defects, 'The Daily Progress Register' was introduced for the first time by me in this Institution on 1-3-35.

In this register, the parents have to record daily if the boys have studied their lessons well at home, if they have worshipped God, and if they have taken asirvadham from the parents, and any other points which deserve the attention of the class teachers. The remarks on the above points may be noted even once a week in the register according to the convenience of the parents. Even the application for leave for the boys may be entered by the

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parents in this register. The class teachers have to record daily, the defects if any, they have noticed in the boy while teaching and enter periodically in it, the marks secured by the boys at the test examination held by them from time to time. Thus the teachers and the parents are brought in close contact in the interest of the pupils and are given a good opportunity to correspond mutually every day regarding the boys. Thus the object of the Parents' Association is better attained by the daily progress register. Many of the parents appreciated the usefulness of this register. Though the experiment has been in force since 1-3-35, I should state from my personal experience that the experiment has been a success so far. The pupils, being screwed by the parents at home and by the teachers at school evince much interest in their study.

GLEANINGS

EDUCATION FOR PEACE

BY

JOSE CASTILLEJO
Professor at University of Madrid.

Teaching designed to make known to the younger generations the aims and activities of the League of Nations and to accustom them to regarding international co-operation as the best method of conducting the affairs of the world cannot have as its main, or indeed its exclusive, object the description of the new inter-governmental organisations with their complex machinery and procedure.

To children, the mechanism of the League is a dry abstract subject unlikely to arouse any interest. There is danger, moreover, that it might give young people a mistaken idea of the importance of a few bureau, commissions and forms of procedure as instruments of international co-operation. Such means of action would appear to them to be perfect and final, whereas, in point of fact, they are imperfect and very often the fruit of laborious compromise.

School children and university students alike will ask what justified the creation of a vast international body with complicated machinery such as the League. They will seek to unravel the causes of war and to determine what practical action can be taken by this new body to prevent it. The teaching of international co-operation will aim, no doubt, at satisfying that curiosity by educational methods suited to the enquirers' degree of intellectual maturity.

For younger children, detailed descriptions of international organisations are useless and may even produce effects the reverse of those aimed at. They restrict the great tragic problem of the future of the community of peoples and circumscribe the mysterious dreambound horizon that every child creates in imagination. Teaching must aim essentially at presenting, with great dexterity and by indirect means, ideal of respect and tolerance, the variety of human types and conflicting interests as elements in our existence which are not only compatible but indeed indispensable for the progress and well-being of mankind. It would be a mistake, then, to pass over war in silence, to ignore the great conflicts that have rent mankind in the course of history, and to make children think that the mere creation of a new international organisation has brought the world to the threshold of paradise.

On the contrary, children should be shown historic reality in all its truth, sublime or bitter, and should be taught, by means of biographies, epic narratives, historic episodes and analyses of the stages of human progress, that progress is always possible both in the sphere of feeling and intellect and in the relations between races, nations, classes and economic groups and between individual members of society.

Thus, a school that endeavours to inculcate into children a respect for one another's personality and teaches them consideration for the poor and destitute, for animals and plants, does more to develop the spirit of peace and international co-operation than it could possibly do by giving instruction on the legal organisation of the world. The British League of Nations Union and various associations of teachers and writers in the United Kingdom have published children's readers which constitute, in my view, a first step in the direction I have indicated.

In secondary education, for pupils from 11 to 17 years of age, certain fundamental problems should be dealt with which have been in the past—and still are—a source of conflict between peoples. By making an objective study of such conflicts and doing full justice to the opposite point of view, it is possible to arouse in young people a feeling of confidence in themselves and of hope in the union of mankind which will place justice above all other considerations. Such teaching, based on relatives and aiming at an ideal, is certainly sounder than the method of dazzling the eyes of the young with the delusive attractions of a Utopia, which is how certain enthusiasts interpret the Covenant.

At the University, similar subjects will be dealt with scientifically on objective and universal lines: the elements of the problem will receive the penetrating and broad analysis appropriate to higher education.

To complete the plan, it will be necessary also to organise in the higher educational institutions courses at which competent persons from different countries will explain their national point of view in regard to conflicting interests and disputes that might threaten to disturb world peace. Conflicts of argument, with facts and figures in support, references to historic events and legal principles, a battle of brains in the scientific setting of the university which knows no frontiers—all these can help to form a world conscience and prevent that other sanguinary strife that takes place on the field of battle.

The Intellectual Co-operation Organisation might assist in launching the scheme so outlined, in the following way:

(1) By preparing and organising the above-mentioned university courses, in collaboration with one or more universities in each country;

(2) By publishing works presenting succinctly opposite points of view in regard to questions likely to lead to a conflict, together with suitable suggestions for a friendly settlement;

(3) By encouraging the publication of history books written in a spirit of complete impartiality and setting forth historical facts frankly and clearly but at the same time moderately and magnanimously.

The campaign against bad and tendentious books containing passages prejudicial to mutual comprehension between peoples and the methods that have been contemplated with a view to the elimination of such passages have this drawback, that, unless the matter is handled with all due discretion, the authors or persons sponsoring such works become the victims of persecution, and publications which are deserving only of silence and oblivion win a wide popularity.

It seems impossible, moreover, entirely to eliminate from history books written in the interests of truth all facts and considerations that may be capable of offending the feelings of a nation. The only way would be to do away with history altogether, for no nation can boast of never having offended against the principles of justice and morality.

If, however, we consider that it is not the things that are actually said or written that offended the feelings of a nation, but the purpose that inspires them in an author belonging to another country, the soundest solution for remedying this state of affairs would perhaps be to entrust in each country to a limited number of historians the task of writing a history of that country, which would take into account all criticisms and allegations based on undisputed historical facts, in order to explain the reasons that have led other historians to pronounce a valid judgment or, at all events, to show that reliable historians have felt it necessary to interpret certain events in a different way.

Some people have argued in favour of history text-books written jointly by historians belonging to different countries. Such products of international collaboration would be bound to be very dull and lacking in warmth and personality. And they would, moreover, be open to the objection attaching to certain official and diplomatic publications, the chief object of which is to avoid giving offence in any quarter.

The Intellectual Co-operation Organisation does not represent directly either Governments or countries. It is obliged, in consequence, to renounce all the advantages possessed by a democratic political body, but must, on the other hand, be immune from its drawbacks. Its function is to serve as the technical organ of science, art and all the manifestations of the intellect, which are by definition universal in character, while expressing itself by means of national forces which are in relation one with another. That being so, the Organisation need only serve the cause of justice and truth, and, in so doing, it will be serving the cause of peace.

(From: *The Bulletin of the League of Nations*, December 1934.)

STAGES IN THE CONQUEST OF THE POLE (1886-1909)

1886, Peary made his first Greenland voyage. Starting between Jacobshaven and Ritenbenk he travelled 117 miles over the inland ice; 1888, Nansen made his epoch-making traverse of the inland ice from the east to the west coast; 1889, Capt. C. F. Wandel made exhaustive hydrological investigations off the west coast of Greenland, returning in 1895-96; 1891-92, Lieut. C. Ryder wintered in Scoresby Sound, 70°27' N., 26°12' W., and explored and mapped the inner fjords; 1890-94, Peary crossed the inland ice from north of Inglefield Gulf (west coast) to Independence Fjord (north-east), and returned in two separate journeys; 1891-93, Dr. E. von Drygalski studied the inland ice and the marginal glaciers.

1893-96, Nansen made use of the drift of the *Frannette* wreckage to plan a journey which he hoped would carry him to the Pole. The *Fram* was allowed to be caught in the pack near the Liakhov Island and drifted north-westwards. When it became clear that the drift would not carry him to his objective Nansen left the ship, in 84° 4' N., 102 E., with Johannesen on a northern sledge trip. They reached 86° 14' N. and returned to Franz Josef Land. Here the Jackson-Harmsworth expedition (1894-97) under F. G. Jackson had established a base at C. Flora and were carrying out extensive surveys. Nansen and Johannesen were rescued by the Jackson relief ship. Meantime the *Fram* under Capt. Otto Sverdrup had reached navigable water north of Spitsbergen.

1894, Capt. Gustav F. Holm founded the settlement of Angmagssalik in eastern Greenland; 1894-8, Walter Wellman made an unsuccessful attempt to reach the Pole from Spitsbergen; 1896-9, Sir Martin Conway with others, and the Prince of Monaco did much scientific work in Spitsbergen and the surrounding seas; 1897 S. A. Andree made his unsuccessful attempt to reach the Pole in a balloon from Spitsbergen and reached lat. 82° 56' N.; 1898-9, Prof. A. G. Nathorst, after exploring the east coast of Greenland between Scoresby Sound and Franz Josef Fjord, and making many scientific observations, continued to Spitsbergen in an unsuccessful search for traces of Andree. He circumnavigated the group and did much scientific work.

1893-1902, Peary made a first attempt to reach the Pole, and though unsuccessful proved the insularity of Greenland and charted the north coast; 1898-1900 the Duke of Abruzzi with Capt. Uberto Cagni attempted to reach the Pole from Franz Josef Land. Cagni made a new record, surpassing Nansen's farthest by about 20 miles and reaching 86° 34' N. long. 65° 20' E.; 1901, Evelyn Briggs Baldwin commanded the unsuccessful Baldwin-Ziegler expedition which also made an attempt on the Pole from Franz Josef land.

1899-1902, Capt. Otto Sverdrup in the *Fram*, going out by Jones Sound, proved that Ellesmere and Grinnell Lands formed part of one land-mass, the west coast of which he traced, and also discovered Axel Heiberg I; 1900, Lieut. G. C. Amdrup completed the mapping of the east coast from C. Farewell to C. Bismarek; 1901-2, H. C. Krause and his wife made a botanical survey of the east coast.

1902, Peary travelled to C. Hecla in Grant Land and then northward over sea-ice to 81° 17' N in 70° W., when he was compelled to return; 1902-4, Mylius Erichsen with Dr. Knud Rasmussen sledged across Melville Bay and wintered among the C. York Eskimo; 1903, Anthony Fiala of the Ziegler Polar expedition reached 82° 4" off Franz Josef Land in the *America*, discovering many new islands. His ship was crushed in the ice, but the party succeeded in reaching Franz Josef Land; 1903-6, Capt. Roald Amundsen in the *Gjøa* successfully accomplished the north-west passage from east to west. He remained within his vessel for two years in Petersen Bay, King William Land sledged to the magnetic pole along the coast of Victoria Land, which was charted up to 75° N., and also made many magnetic and meteorological observations; 1905, the Duke of Orleans in the *Belgica* commanded by Lieut. Gerlache made an expedition to the waters east of northernmost Greenland, landing in several places and collecting much material; 1905, Peary in the Roosevelt with Capt. Robert Bartlett voyaged by Smith Sound and the north coast of Grant Land, sledged to C. Hecla and made a new record by reaching 87° 6' N.; 1905-7, Alfred H. Harrison surveyed the Mackenzie delta and adjacent area and visited Banks I.; 1906-7, the Prince of Monaco with Dr. W. S. Bruce made further observations in Spitsbergen and surveyed Prince Charles Foreland; 1906-8, Mylius Erichsen with Lieut. Trolle in the *Danmark* and Capt. J. P. Koch explored north-eastern Greenland; Mylius Erichsen and two others perished; 1907, Capt. Einar Mikkelsen explored the Beaufort Sea, starting from Flaxman I., Alaska.

(1907-9, Dr. F. A. Cook spent two years in the Arctic and alleged that he had reached the Pole, but the statement has been generally discredited); 1908-9, Peary reported having reached the Pole on April 6, 1909, where a sounding through the sea-ice gave 1500 fathoms, no bottom.

(*The Scottish Geographical Magazine*, Sept. 1934.)

THE SOUTH INDIAN EDUCATION WEEK, 1935

The Education Week this year will be celebrated during the week 14th—19th October 1935. Detailed programme will be sent later. Schools and Teachers' Associations are requested to make good preparations for the Week.

TIT-BITS FROM THE EDUCATIONAL WORLD

BY

ANGLER

NEW SCALES FOR DISTRICT BOARD SCHOOLS

It is understood that the Director of Public Instruction has left proposals regarding a new scale of salaries for teachers under local bodies. This scale is a compromise between the old scale and the new scale in force in Board Schools. This attempt of the educational adviser of Government is indeed a welcome move, if for nothing else at least to show that the Ministry's action deserves revision. In the existing state of politics, there is no hope of this Ministry or any other forthcoming Ministry showing any plan of action or vision in dealing with the problems of teachers as a whole. But one thing is clear and that is that teachers have to be vocal, organised and assertive to shout and make King Demos hear. So long as G. O. No. 4619 remains, it is a commentary on the collective inefficiency of teachers to fight for and obtain redress.

TEACHERS' PROVIDENT FUND

It was Mr. Montague who, before he became Secretary of State for India, characterised the Government of India as wooden, antideluvian, etc. The same may apply to the Madras Government in its handling of the General Provident Fund for teachers in non-pensionable service. The Law—Education Department has recently sent a circular to schools to adopt a particular form to invest teachers' P. F. deposits in the Post Office Savings Bank. When schools act up to it, school authorities are turned back by the Post Office which has not been appraised of the order with the imprimatur of the Government of India. This sort of piece-meal amendment of the P. F. rules is exactly what makes the Provident Fund an improvident Fund. While the Post Office and schools are at logger heads, the educational department is looking on and teachers, some of whose P. F. deposits have to remain without being deposited in the Post Office for months together, are again obliged to lose the pittance given as interest on their hard-earned deposits. It is time this state of affairs is ended and let us hope the coming Federation with provincial autonomy will lead to a better ordering of the relations between local and Central Governments.

THE NEW VICE-CHANCELLOR OF THE ANNAMALAI UNIVERSITY

The Annamalai University has honoured itself by obtaining the services of the Rt. Hon. V. S. S. Sastri, P.C., as its Vice-Chancellor. If the previous Vice-Chancellor had seen England, Mr. Sastri has seen the world—and especially the British Empire. His experience is bound to breathe a new life in Annamalai and make it free from the echoes of party-politics in Madras. Tamil Nad may well expect Mr. Sastri to metamorphose Annamalai into a real centre of light and learning *per se*.

COMING SENATE ELECTIONS

The coming Senate elections are an opportunity for the S.I.T.U. to get at the registered graduate teachers all over the presidency in order to organise teacher-voters to act in a disciplined manner, without fear or favour. If the S. I. T. U. commands the allegiance of teachers and demonstrates its ability to do things at call, many a problem of the teacher can be effectively solved. Let us hope the executive of the Union will bestir itself in time.

1929 S. S. L. C. SCHEME AND MODIFIED SYLLABUSES

It is surprising that copies of the modified syllabuses for the 1929 scheme this year were placed in the hands of some publishers even before schools were supplied the same. It is not known whether this kind of preference is an act of the Ministry or the Department or its Secretariat. This continued slighting of workers in schools out of extra-educational considerations is bound to have disastrous consequences on the morale of schools. It is a sad commentary on the administration which goes about placating publishers while allowing schools to languish under innumerable handicaps.

ENGLISH GRAMMAR IN THE S. S. L. C. COURSE

Now that non-detailed text-books have been abolished and grammar has been substituted, teachers in Secondary Schools would be indebted to the S. S. L. C. Board if it would cause a model paper setting forth types of questions in English II paper to be distributed to schools in time. As it is school masters do not know whether to emphasise formal grammar or functional grammar in class teaching and examining. Guidance through a model paper would be an act of wisdom on the part of the examining authorities of the S. S. L. C. examination.

D. E. O's. AND SCHOOLS

Now that District Officers for Education have become definite fixtures, it is time they do something to end school scandals. In the interests of morality and efficiency and prestige, some scandals have to be rooted out. Such are admissions on wrong principles; promotions on low standards; violations of the M. E. R. in respect of contracts, Salaries paid, P. F. deposits and accounting. A system of surprise visits to schools and effective check of accounts by D.E.O's. would go a great way to keep schools alert and moral. Teachers would welcome this and managements working on right principles have nothing to fear.

THE S. I. T. U. PROTECTION FUND

(List of Members continued)

Reg. No.	Name and Institution.	Place.
1212.	Mr. B. S. Sundaram, Assistant, Board High School, Battagundu.	
1214.	" C. Natarajan, Asst. M. Ellappa Chettiar's Higher Elementary School, Madras.	
1215.	" T. Ramalingam Doss, Asst. Hindu Elementary School, Ambasamudram.	
1216.	" A. N. Vydhinathan, Manual Training Instructor, Tirthapathi High School, Ambasamudram.	
1217.	" S. Subramaniam, Assistant, M. E. L. I. M. High School, Ambur.	
1218.	" A. Maria Susai, Assistant, St. Xavier's College School, Palamcottah.	
1219.	" P. V. Subbier, Headmaster, South Sethu Street School, Tuticorin.	
1220.	" G. Darmaraju, Teacher, South Sethu Street School, Tuticorin.	
1221.	" V. K. Srinivasaraghavachari, Assistant, Board Middle School, Kattumannarkoil.	
1222.	" C. S. Ramachandra Aiyar, Assistant, Board Middle School, Kattumannarkoil.	
1223.	" M. V. Rangaswami Aiyar, Assistant, Municipal Town Elementary School, Karur.	
1224.	" K. N. Raghava Aiyar, Assistant, Board High School, Vriddhachalam.	
1225.	" M. K. Avanasiappan, Assistant, Municipal High School, Tiruppur.	

20--7-1935.
Triplicane,

M. K. RAMAMURTI,
Honorary Secretary.

OUR LETTER BOX

To

The Editor, *The South Indian Teacher*.

THE S. I. T. U. PROTECTION FUND

The letter of Mr. S. Srinivasa Aiyar, until recently a member of the Board of Management of the S.I.T.U.P.F., calls for a reply in the interests of members of the Fund.

Mr. Srinivasa Aiyar seems to suggest that the business aspect of the Fund is being lost sight of on the management side of the Fund by its being unrepresentative of all districts and by its being "captured" by the Working Committee of the S.I.T.U. Under the rules, the business of the Fund is managed by a Board elected by members of the Fund in a duly constituted meeting. If the Board to-day consists of Working Committee members of the Union, it is simply an accident and a healthy sign of the confidence of the Protection Fund in the Protection Fund members, who are in the Working Committee of the Union. There is no meaning in saying that Working Committee members of the Union have captured the seats in the P. F. Board. The trend of the Protection Fund history will reveal to any unbiassed person that the S.I.T.U. wants the Fund to be worked up both as a business concern and a benevolent concern for teachers in the Union. There is nothing antagonistic between business and philanthropy, where the aims of the Fund are to help Union members in a business-like way in cases of death, retirement and professional need. The working of the Fund reveals this and the Management are true to this ideal. Mr. Srinivasa Aiyar must be charitable enough to think that the Management of the Board, now without him, are as sincere and business-like as they were when he was in it. The so-called defects in the make-up of the Board and in the representation of members of districts on the Board existed even when Mr. Srinivasa Aiyar was there; representing not North Arcot but the Fund. If the Fund wants to amend the rules in the light of Mr. Srinivasa Aiyar's suggestions, it is open to any member to constitutionally do it.

Mr. Srinivasa Aiyar then tries to find fault with the administration of the Fund. It was not the President of the S.I.T.U. who claimed the Protection Fund for the Union but Mr. S. K. Yegnanarayana Aiyar, member of the S.I.T.U.P.F. There is nothing wrong in any P.F. member asking for this, or, for the matter, the P. F. Board spending or setting apart a portion of the Fund for the work of the Teaching profession as represented in the Union. The rules of the Fund definitely provide for it and it is absurd to suggest that an organisation starting with the S.I.T.U.'s name and working as its child should not go to the help of the Union and its activities. Mr. Srinivasan has unfortunately committed the mistake of misreading the basic conception of the Protection Fund of the Protection Fund.

On a par with the above is the complaint that it is wrong to make Union membership obligatory on Protection Fund members. It is clear that Mr. Aiyar's idea of the business of the Fund is different from the S.I.T.U.'s ideals and ideas. What the Union has in view is to promote linked work and membership. The credit of the S.I.T.U.P.F. is that its members will be a phalanx disciplined enough to keep the S. I. T. U. going as long as such linked membership is in vogue. Let us not dig at the foundation to ruin the Fund and the Union, especially in these days when we, of the Union, require more professional solidarity.

The suggestion of Mr. Aiyar about the registration of the S.I.T.U.P.F. under the Insurance Act bristles with great difficulties. But it is necessary to have the Fund registered under a suitable act in conformity with the foundation ideals of the Fund and the S. I. T. U., its parent.

Let us assure the P. F. members that the management and the working are growing in soundness, effectiveness and business-like character.

E. H. PARAMESWARAN,
S. T. RAMANUJA IYENGAR.

12-7-35.

THE SALEM DISTRICT TEACHERS' GUILD

The annual meeting of the Salem District Teachers' Guild will be held at Salem in the L. M. H. S. Hall at 1 P.M. on 24—8—35.

Amendments to the guild rules and any important and urgent propositions to be moved at the guild meeting should reach the Joint Secretary, B. H. S. Krishnagiri, on or before 20—8—1935.

K. S. CHENGALROYA AYYAR,
Joint Secretary.

AGENDA FOR THE MEETING:

1. Auditor's report for the year 1934.
2. Joint Secretary's statement.
3. Amendments to the rules of the S. I. T. U.
4. Dt. Ele. Teachers' Association letter regarding their affiliation to the guild.
5. S. I. T. U. Silver Jubilee Fund.
6. Mr. K. S. C. Ayyar's letter requesting contribution to attend the A. I. F. T. A. Conference at Nagpur in December 1935.
7. E. C. resolutions re: Provincial Educational Conference.
8. Educational Exhibition.
9. Election of President, Vice-President, Secretary and Joint Secretary for 1936.
10. Election of a member to the S. I. T. U. Ex. Board for 1936-37.
11. Amendments to the rules of the guild if any and important and urgent propositions of general nature.
12. Supplemental subjects if any.

EXECUTIVE MEETING

Extract from the proceedings of a meeting of the Executive Committee of the Salem District Teachers' Guild held on 20—7—1935 at 1 P.M. Present, M.R.Ry. M. K. Swaminatha Ayyar Avl., M.A., L.T., President.

1. Resolved to hold the Provincial Educational Conference in May 1936 at Salem.
2. Resolved that a Reception Committee be formed.
3. Resolved that those who pay the following rates of fees be eligible to join the Reception Committee.

(a) Teachers in Salem District:—(1) Ele. School Teachers: 4 annas. (2) Sec. School teachers drawing Rs. 35 and below, 8 annas; Rs. 50 and below, Re. 1; Rs. 100 and below, Rs. 2; Rs. 150 and below, Rs. 3; above Rs. 150, Rs. 5.

(b) Managers of schools, Rs. 10.

(c) Other individuals, Rs. 25.

4. Resolved that Messrs. B. N. Sangameswara Aiyar and A. V. Sundaresa Aiyar be the Joint Secretaries and Mr. V. Vedanayagam be the Treasurer of the Reception Committee.

5. Resolved that the President, the Vice-President, the two Secretaries of the District Guild together with the Joint Secretaries and Treasurer of the Reception Committee do form the Working Committee of the Reception Committee.

6. Resolved that local Committees be formed in each Secondary School centre consisting of the President and the Secretary of the Teachers' Association and the Guild Executive Committee member with power to co-opt: Krishnagiri and Kaveripatnam to have one Committee.

7. Resolved to call for a general body meeting of the District Guild on 24-8-35 at Salem in the L.M.H.S. Hall for ratification of the above proposals.

(Sd.) M. K. SWAMINATHAN,
President Presiding

K. S. CHENGALROYAN,
Joint Secretary.

THE TEACHERS' BOOKSHELF

The Kindergarten Reader for the I standard (Tamil) By Mr. S. Jagannathan, with a Foreword by Mrs. Gordon Fearon. Published by Messrs. Longmans Green & Co., Ltd. Madras.

This reader is written on an entirely new plan. The author's rich experience of over 20 years in the kindergarten section of the Teachers' College, Saidapet, has given him ample opportunity to study closely child life. This book is the result of his untiring efforts to help children learn language with delight.

The first section contains familiar stories, aptly illustrated. They are sure to interest the young and create a desire in them to learn reading and writing.

The book is profusely illustrated and if the teacher who uses the book should follow the method which Mr. Jagannathan has outlined in his introduction, it may be well claimed that in the young child would be laid a good foundation for the proper study of language.

Teaching the first year pupils in the kindergarten is a difficult business indeed. Mr. Jagannathan's book will be of great help to all engaged in that work.

The Return of the Native. By Thomas Hardy, edited by Cyril Aldred. The Scholar's library published by Messrs. Macmillan & Co., Ltd. London. Price 2sh. 6d.

Another useful addition to the highly popular series. The novel chosen is one of the major works of Hardy though not ranking with *Tess* or *Judge*. Sylvia Lynad has contributed a learned introduction consisting of three sections. (1) An estimate of Hardy as a writer. (2) an appreciation of the novel under consideration and (3) a brief account of the Life of Hardy. About 20 pages of useful notes have been added and also some questions on the text and on the novel as a whole which would stimulate thinking and critical appreciation of the novel. It has been priced low so as to be within the reach of all.

S. K. Y.

Paradise Lost. Book II. of Milton. Edited with introduction and notes by Prof. M. Macmillan formerly of the Elphinstone College, Bombay. Published by Messrs. Macmillan & Co., Ltd. London.

This is a reprint of an old popular edition of the text. How popular this particular edition is, can be seen from the fact that this 1935 edition is the ninth reprint, the first being published as early as 1837.

Some mischievous imp has played some pranks in the matter of arranging the various sheets in the copy sent to us for review so that after 23rd line we get line 816 and after line 851 we get line 708 and so on. We hope copies actually placed in the market would be free from this blemish.

S. K. Y.

Everyday Science Series for Children. By Mr. M. S. Subramanian, Hindu Secondary School, Viravanallur, S. I. Ry. Price 12 As.

Mr. M. S. Subramanya Iyer of Hindu Secondary School, Viravanallur has brought out a book of general science for the use of students of I form. This book is prepared to cover the departmental syllabus on general science and is written in Tamil. With his experience in the matter of preparation of books for children, the author has succeeded in

presenting the subject matter in an interesting manner and the style is simple and elegant. There are numerous illustrations and these have been drawn with care. This volume makes one hope that the volumes for forms two and three will be meeting the needs of students in the Tamil Nadu. The get up of the book is good.

First Book of General Science. By Messrs. K. C. Veeraraghava Iyer and P. A. Subramania Iyer. Published by Messrs. Macmillan & Co., Ltd. Madras. Price 10 As.

This book on General Science is intended for the benefit of students of Form I and the joint authors of this book, Messrs. K. C. Veeraghava Iyer and P. A. Subramania Iyer, have to be congratulated on the success in preparing a useful book in Tamil. The departmental syllabus has been closely followed and the numerous illustrations will help a student to understand the subject without any difficulty. The spirit of the syllabus is kept in mind and the language is simple. Messrs. Macmillan & Co. who are the publishers have done their best to place in the hands of children a neat and attractive book on general science.

Elementary Botany.—By A. P. Graham & E. J. Holmes Holmyard. Published by Messrs. J. M. Dent & Sons Ltd., Price 2sh. 6d.

This elementary book has not been prepared to meet the needs of students preparing for any examination in particular. It is intended to help the reader to understand the more important and interesting facts about plants and their work. The authors have not confined their attention to the treatment of Flowering plants alone as is usual with writers of elementary books on Botany. All groups of plants have been dealt with and the reader can thus become acquainted with the vastness and variety of the plant kingdom. At the end of each chapter we have a summary and also a list of questions bearing on the topics contained in the chapter. The chapter "Botany and Everyday Life" contains useful information on Horticulture and any one interested in the study of plants will read this book with great advantage. The get-up of the book is excellent and the illustrations are nice.

Macmillan's French Books. A French Reference Grammar by P. N. Y. Craig, B.A.. Price 2sh. 6d.

This book is intended to give an elementary knowledge of French Grammar essential for those foreign students who desire to acquire proficiency in French Translation or in conversation. The book aims at supplying a short and quick course in grammar.

Part I deals with accidence. Only simple and easy French words are used. French idioms are rarely brought in. Part II deals with the use of verbs.

A useful appendix is added giving exercises to test the students grasp of the grammatical rules. Harder exercises, consisting chiefly of the translation of sentences into French, aiming at drilling the pupils in correct and idiomatic expressions are given at the end. Another appendix, in the form of 'Vocabulary to Exercises' which appears at the end of the book will be found very useful to beginners.

French Unseen. Books I and II. compiled by L. E. Kastner and J. Marks. Price 1sh. each.

Book I is intended for beginners and Book II for more advanced students. The books contain a collection of French passages for translation. They are well graded. The passages have been carefully chosen and the work of translating them would certainly not be dull.

English Composition for Indian High Schools.—By K. Srinivasa Kini and U. Bhavanishankar Rao. Published by the Basel Mission Book and Tract Depository, Mangalore and Hubli. pp. 301. Price Re. 1-8-0.

The authors say in the preface that the book is based mainly on the Madras S.S.L.C. syllabus, but is so planned that it may prove useful for corresponding examination elsewhere in India. The book is in three parts—perhaps intended as work for three years as can be learned from the chapter headings.

Part I.—The sentence; Unity of sentence; The paragraph; Reproduction; Reproduction of a story poem; Expansion; Expansion of story outlines; Letter-writing; Business letters; Precis-writing; Precis of a paragraph; and Paraphrase.

Part II.—Means of Unity in the sentence; The Paragraph and its sentences; Expansion of outlines; Completing stories; Stories from unfinished outlines; Reproduction of story poems; Letter-writing; and Paraphrase.

Part III.—Order of words in sentence; Order of sentences in the paragraph; The Precis; The Essay; The story; The Biography; The autobiography; Description; Exposition; Argumentative Essay; Paraphrase; and The Dialogue.

There are some worked out examples and exercises. Copyright models of the works of masters (mainly by Arthur Mee) have also been included. The book is well printed. S.

Preparatory English Grammar adapted from Nesfield's Outline of English Grammar.—By Ashley Sampson. Macmillan & Co., Ltd. pp. 206. Price 2 shillings.

Nesfield's grammar books have long enjoyed a popularity. In order to meet the requirements of younger pupils (of schools in England) the present edition has been published deleting portions that were considered superfluous and re-arranging exercises in such a way that pure memory work is reduced to minimum. As revised the book presents a sound practical course in grammar and is well supplied with exercises. Our teachers will derive pleasure and benefit by reading this book. S.

Matriculation History of England.—By Henry Martin. Published by K. and J. Cooper, Bombay.

This book which covers the period 1714-1901 has been written "to meet the requirements of the English History course prescribed by the Bombay University Academic Council for the Matriculation Examination." The treatment is topical and there are a number of helps for individual study. The book is well illustrated with maps and diagrams. The last chapters which give an account of the development of Parliamentary Government in England and its working are very clear. There is a full index. S.

EDITORIAL

ONLY A TEACHER.

It is unfortunate that the sufferings and hardship of teachers have not yet received the attention they deserve at the hands of the Local Self-Government Department of the Government of Madras. G. O. 4619 was promulgated in October 1934. When it was pointed out how adversely it affected a large body of teachers, the Chief Minister gave a strong assurance that in the case of those teachers who were drawing prior to the issue of the G. O. more than the maximum fixed in that order the difference would be granted as personal pay. In effect that would mean that such teachers would not suffer any reduction in salary. It is indeed painfully surprising that even after eight months the Government has not found it convenient to give effect to this assurance. District Boards have recommended the grant of personal pay to the teachers and in some cases they have also protested against the lower scales proposed in the G. O. We could very well appreciate the helplessness of the District Boards in this regard. Even if some District Boards have not answered so far, it is necessary that the Government should view the whole question and issue a general order. It should be also made clear that the Boards should adopt a uniform policy. It is the apathy of the Government that one has to deplore. The number of teachers who thus suffer is very nearly 2000. While the grant of personal pay has been sanctioned to employees of every other grade we do not see why the Government should be so slow to appreciate the difficulties of the teachers. Is it because the persons concerned happen to be only teachers? Is it in the interest of education if a large number of teachers be discontented? Should teachers be compelled to resort to direct action? We appeal to the Government to consider the seriousness of the problem and issue early orders to relieve the suffering of a large body of teachers.

We learn that fresh proposals have been sent from the office of the Director of Public Instruction to enable the Local Self-Government Department to improve the scales proposed in G. O. 4619. We are not aware of the nature of the proposals made but we would suggest to the Hon'ble the Chief Minister that in a matter affecting directly a large body of teachers employed in over 300 schools under Board and Municipal management, he should consult public opinion. The S. I. T. U. has been urging the appointment of a committee consisting of public men and representatives of teachers to investigate the problem of standardisation of salaries of teachers. Any revision made in the light of the recommendation of such a committee may be expected to be fair and just, and it may be agreeable to the teachers also. We hope the Hon'ble the Chief Minister would act on the lines suggested by the Union.

BULLETIN OF THE LEAGUE OF NATIONS TEACHING.

This bulletin is issued by the Secretariat of the League of Nations, Geneva, and takes the place of "Educational Survey". It will be published as an annual number and it is specially prepared 'to meet the repeated requests of educational authorities and private associations desirous of obtaining accurate information regarding the League's activities in a form that can be immediately utilised by teachers. We are told that each number will contain a series of surveys of various aspects of the League's work intended specially for the members of the teaching profession. The first number contains the proceedings of the First Meeting of the Advisory Committee on League of

Nations Teaching. Gilbert Murray has contributed a short article on "International Education To-day", in the course of which he pleads for an International commission to advise the various nations on a programme of education for peace. Jean Piaget, Director of the International Bureau of Education discusses the question "Is Education for peace possible?" and concludes it with the answer that "Education for peace is certainly possible to-day as it was yesterday". A thoughtful and instructive article is "Education for Peace" by Jose Castillejo, Professor at the University of Madrid. Other interesting features are: a survey of the activities of the League of Nations under the headings 'The League as promoter of International understanding', 'The League's achievement in the matter of security and disarmament', 'The work of the League on "World Economy, Drug Traffic and International Labour Organisation"'.

Full texts of the wireless talks from the 'Radio Nations' stations at Geneva on the Good Will Day by the different members of the Intellectual Co-operation Organisation are given and our distinguished countryman Sir. S. Radhakrishnan, Vice-chancellor of the Andhra University concludes his inspiring talk as follows:—

"The League of Nations is the only symbol to-day of the essential unity of mankind, the only light that is left in a dark world. It is monstrous to try to extinguish that light. Wherever its influence penetrates, the League's Intellectual Co-operation Organisation is educating the youth of the world in the League's spirit and preparing it for the federation of states which is the outward symbol of the community of minds.

It asks the young to work for this ideal unhastily but unceasingly, to plead for the weak, to fight against the unjust, to stand for truth regardless of its bearings on national sentiments and interests: its efforts may be feeble, but its faith is unlimited. It will continue to bear witness to the great truth that, as long as one man is in prison, no man is free; as long as one nation is enslaved, no nation is at liberty."

How one wishes that the youth of to-day is brought up in these lofty ideals. But alas nations of the West are mistrusting each other to such an extent that they are losing faith in the efficacy of a peaceful education and are showing a tendency to give up their peaceful methods, meeting militarism with militarism. The recent developments in Europe show that in spite of the good intentions of the League, a war would be inevitable and if the League should fail in its efforts to avert the war, the non-European nations would certainly feel convinced of their suspicion that the League is an institution for safeguarding the interests of the white race; but we fully hope and wish that the League would succeed in its efforts to maintain peace.

HISTORY IN SCHOOLS.

We are indeed fortunate to have in the pages of this number articles on the "Teaching of History in Secondary schools". Prof. M. Venkatarangiah, Reader of the Andhra University is well known to our readers. In clear terms he has outlined what ought to be the aim of history teaching in secondary schools and rightly points out that the pupils in secondary schools should be helped to acquire some knowledge of world history so as to enable them to appreciate the position of their country with reference to the other countries of the world. A distinguished educationist recently remarked that secondary school pupils in India seem to believe that there are only two histories, His-

tory of England and History of India and that other nations have no history of their own. This erroneous notion often creates a narrow vision and makes an international outlook difficult, if not impossible. Rev. W. M. Ryburn, in his article on 'History and Patriotism', says "If history is to play its part in helping to inculcate a true patriotism, it is necessary that the history of one's own country is taught against a back ground of world history." He is of opinion that "no child should leave school without having been given some idea of the general history of the world."

At present, the pupils are brought up to think that the important thing in History is war and that the important characters in history are the warriors. This is largely responsible for developing a false standard of judgment—the standard that might is right and power is everything! The development of such an attitude would be a serious obstacle to promoting international understanding. Wars and conquests should be treated as matters of secondary importance. The emphasis should be thrown on the scientific, social, moral, religious and philosophic progress made by the child's country. If this is to be done, our present History books have to be carefully re-written. They should be unbiassed records of events and should not, be written in a biassed, prejudiced way. Dr. Gravely's article on Museums as aid to History teaching will be read with considerable interest. Mr. Srikantan's article on "History and the Library Hour" is one of topical importance.

SENATE ELECTIONS AND TEACHERS.

Elections to the Senate will take place in November, and it is necessary that a fairly large number of teachers be returned by the constituency of registered graduates to the Senate. It is expected of a teacher to be willing to serve in every sphere where his experience will be useful to the public. The Working Committee of the Union has decided to put up its own candidates and it appeals to the registered teacher graduates to make it possible for a large number of experienced teachers to be returned to the Senate. The Working Committee has also resolved to put up candidates for the Headmasters' constituency in connection with the elections to the Senate and the Academic Council. The idea that underlies the action of the Working Committee is that the opinion of the teaching profession and the Union in regard to educational questions that come up for consideration before the University authorities should be clearly presented. Further, the representatives of the Union are expected to take the initiative in regard to such educational questions as the Union may deem fit. The election to the Senate by the registered graduates is on the principle of proportional representation by the single transferable vote and this system provides an opportunity to an organised and disciplined profession to demonstrate to the public the seriousness with which it views educational problems. It is for the teacher voters to take advantage of this provision and help their comrades to serve the public. The list of candidates for the several constituencies mentioned above will be finally announced by the 20th August after careful consideration of the qualifications of the candidates who apply to the Union to be adopted as Union candidates. Intending candidates may apply to the Union Office for particulars.

THE AUGUST NUMBER.

The principal theme for the August number will be "Co-operation in schools".

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GENERAL SCIENCE in Tamil by V. Venkatakrishnan, B.A., L.T., Science Assistant, Coronation High School, Srivaikuntam.

"The author is a brilliant and successful teacher of Science in a High School . . . It (the book) is rich in information and the presentation of the subject is remarkably lucid and interesting . . . It will be a good text-book for pupils and a valuable guide to teachers."—K. S. Appaswamy Aiyar, D.E.O.

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