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29 JAN 1928
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The Journal

OF

The Travancore Teachers' Association.

VOL. VI. | SEPTEMBER, 1927. | NO. 3.

Notes.

Compulsory Primary Education.

The resolution on Compulsory Primary Education brought up at the last budget session of the Legislative Council by Mr. C. P. Tharakan was by leave of the house withdrawn, the Director of Public Instruction having accepted the amendment of Mr. K. P. Nilakanta Pillai to refer the question to the Education Committee to be appointed by the Government shortly. It would be worth while in this connection to consider the significance of a few facts and figures relating to the question.

In 1091 the number of pupils in the Primary classes of the Vernacular schools in the State was 2·6 lakhs which was 7·1 % of the total population of the State and ·47 % of the school-going population and the net expenditure on Vernacular education was 10·2 lakhs. In 1101 the number of pupils in the Primary classes was 3·9 lakhs which was 9·3 % of the total population and 61·1 % of the school-going population and the net expenditure on Vernacular Education was 20·6 lakhs. Thus within the last 10 years the number of pupils in the Primary classes has increased by 50 % and the net expenditure on Vernacular education by 100 %. These figures relating to Travancore show a very much more satisfactory state of affairs than those for Mysore where the number of pupils in primary classes is only 35·6 % of the school-going population,

the corresponding percentages for boys and girls separately being 56·8 and 14·3.

According to the latest figures available the number of pupils in all classes of institutions in the Madras Presidency is 5 5 % of the total population, the number of boys being 8·8 % of the total male population and the number of girls 2·3 % of the total female population whereas the corresponding figures for Travancore are 11·2 %, 14·2 % and 8 %.

The net budgeted expenditure on Vernacular education for 1103 is 23·8 lakhs of which three-fourths or approximately 18 lakhs may be taken as the allotment for primary education. The gross budgeted expenditure on education for 1103 is 45 lakhs which is approximately 1·5 of the gross budgeted revenues of the State.

The above figures show that primary education in the State has been making satisfactory progress and that Government have not stinted expenditure on education, though certain other figures which are not given here show that the *rate* of progress in recent years has not been as rapid as in the years preceding.

Let us now estimate approximately the cost of making primary education universal. There are 82401 boys and 1,68,938 girls of school-going age who are not attending school. At the rate of 120 pupils to one school and supposing that all boys will attend boys' schools and all girls will attend girls' schools 686 boys' schools and 1407 girls' schools will have to be newly opened. The Education Expenditure Committee of 1921 estimated the recurring cost of a departmental primary school for boys as Rs. 820 per annum and that of a departmental primary school for girls as Rs. 1216. Adopting these rates which are by no means excessive the total recurring cost of the additional schools that will be necessary, works out at Rs. 22·7 lakhs. Besides this there is the non-recurring expenditure on buildings. At the rate of Rs. 1500 for a building which is the rate adopted by the Expenditure Committee the value of the 2093 buildings that will have to be constructed is approximately 31 lakhs. The problem of universal primary education is therefore essentially the problem of finding additional funds to the tune of 22·7 lakhs recurring and 31 lakhs non-recurring.

In all countries in which primary education has been made compulsory the expenditure is shared between the Government and

local bodies. Since such local bodies worth the name do not exist in Travancore either they will have to be created and invested with powers of taxation or Government will have to bear the whole brunt of the additional cost. The latter alternative would put too great a strain on the resources of the Government and the former alternative is as yet a distant possibility. In these circumstances the problem of compulsory education in Travancore is at least not one capable of *immediate* solution.

But supposing that the requisite funds could be raised, would it be the best way of utilising them to spend them on providing primary education *of the present type* for all? Are we satisfied with the type? Have we not on the other hand been expressing dissatisfaction with it and urging the need to bring it into line with the life of the people and their needs? Are all our *existing* schools satisfactorily housed and staffed? Are school buildings maintained in a satisfactory state of repair? Are the teachers properly paid? Do they get at least a living wage? Have schools been provided with an adequate supply of *trained* teachers? I am afraid only a negative answer is possible to most if not all, of these questions. Such being the case, is it not our duty to take stock of the existing material and utilise all available funds and whatever funds may be forthcoming in the near future, in improving the condition of the existing schools instead of frittering our resources on a mere numerical expansion, for though we may be justified in occasionally allowing ourselves to be carried along waves of enthusiasm for expansion regardless of efficiency we should now and then cry halt and put our house in order before launching forth on further expansion? In the words of Mr. Statham 'events all over India, and especially in Madras, have shown that the attainment of universal literacy' has not been forwarded by the mere increasing of the number of elementary schools. The efficiency of existing institutions is of equal importance. A mere numerical expansion has been found to be as ineffective as it is expensive'; and again 'the expenditure of large sums of money on extensive programmes of expansion before existing resources have been conserved and developed will not necessarily retard illiteracy. It is far better that in each district the schools in certain areas should be definitely removing illiteracy in sections of the population than that ineffective schools scattered widely over a district should be permitted to drain the resources of the Government and

the local body without securing the literacy of any section of the population.'

There is another aspect of the question which has to be considered. The Administration Report of the department for 1101 shows that there were at the end of the year 1,41,451 pupils in class I, 1,06,361 pupils in class II, 86,684 pupils in class III and 60,141 pupils in class IV. It means that there is a 'wastage' of 24·8 % in the passage from class I to class II, of 28·5 % in the passage from class II to class III, and of 30·7 % in the passage from class III to class IV; or to put it in another way out of every 100 pupils who enter class I of a Vernacular School only 42 succeed in reaching class IV, that is, in obtaining a moderate amount of literacy. This 'wastage' should first be stopped before expansion on a large scale is thought of.

From what has been stated above it should not be understood that we are opposed to compulsion. The experience of other countries has shown that a purely voluntary system cannot succeed in achieving the ideal of universal primary education, and even the most liberty-loving nations have cheerfully submitted to compulsion in the matter of education. As Mr. K. G. Sesha Iyer remarked in his speech on Mr. P. K. Kesava Pillai's Elementary Education Bill of 1914 compulsion is necessary because there is no legal obligation on the parent to educate his children. When compulsory *secondary* education for all is fast becoming an accomplished fact in England and other countries of the west it is certainly not too early for us to move in the matter of compulsory *primary* education. Nor should we let the magnitude of the task frighten us. The question is, however, one of ways and means and it is to be hoped that the proposed Education Committee will soon be appointed and that it will go into the question and submit at an early date a report suggesting ways and means and laying down a clear-cut and practical programme spread over a limited number of years for improving existing schools and for providing additional schools for those children who are not attending school. The Committee cannot be appointed a day too soon, for the task that awaits it is, one of vital importance to the nation. It is a task with which the future of the country is bound up.

The Statham Report.

We invite the attention of our readers to the very interesting and luminous report on 'Elementary Education' by Mr. Statham copiou

extracts from which were published in 'the Hindu' of the 23rd and 25th July last. We request those of our readers who can spare the time to make a careful study of the report and contribute to the Journal constructive proposals based on such study, for the achievement of universal primary education in our State.

Examinations and Cram.

Atthe annual conference of the National Association of Head Teachers held at Liverpool during Whitsuntide a resolution was passed deprecating attempts to re-introduce external examinations in schools and expressing the opinion that this would substitute cramming for true education'. In the 'Professional Code of honour' which was discussed at a private session of the conference the practice was condemned as unprofessional.

The day when we in India shall be able to dispense with external examinations is probably not very near. The evil—for external examinations are an evil though an inevitable one—can however be mitigated in two ways. First the examinations themselves can be so conducted that instead of encouraging cram they will test real intelligence and attainments. For this purpose it is necessary that examiners should be acquainted with the rationale and the technique of examinations and not be the amateurs that they are now. At present questions that they set are either such as can be anticipated and answered by memorising long, dictated notes and the summaries of annotators or they are pompous exhibitions of the examiner's learning and can be answered satisfactorily only with much greater knowledge and attainments than can reasonably be expected in the examinees.

Secondly teachers should change their whole attitude to examinations and not make of them the fetish that they are now. They should always keep before their minds higher educational values and not sacrifice these to lower aims. Inspecting officers and others who have in one capacity or another to assess the relative worth of schools should hold high ideals before the teachers and not judge them by 'results' at examinations. The temptation to do the latter is great for it is much easier and takes a much shorter time to institute a comparison between schools on the basis of 'results' than to judge them by a consideration of all the various factors that constitute education in the truest and the highest sense of the term. In a comparison based on the percentage

of 'passes' successful cramming establishments' which masquerade as schools have a decided advantage over institutions in which an honest but perhaps unsuccessful attempt is made to compass some noble educational aim. What are we to think of a school in which the one aim that is constantly held up before the eyes of pupils and teachers is that of passing examinations, where from year's end to year's end, day in and day out it is one eternal grind consisting of lectures and notes alternating in monotonous succession, where pupils are never left to themselves but constantly kept in leading strings lest they fall, and where games and sports and all health--giving and life—giving activities are neglected to the back-ground? In sooth such schools are factories of 'passes' and 'results' and not the nurseries of future citizens.

The Aesthetic Sense.

'The weakness of our Indian Education system is the almost entire lack of the aesthetic. The cult of beauty is non-existent'. Thus wrote the London correspondent of the Times of India some weeks ago and no one who knows anything of our schools will say that the words do not express the truth. How can you expect the aesthetic sense to develop in a school house whose walls are bare, whose floor is unswept and unsweepable whose roof offends the eye, and whose outside is as barren and ugly as its inside? If there are no pictures within, there are no flowers without. If the bamboo mat screens which are a common eye-sore of our schools, are riddled with holes large and small scooped out by busy hands for the purpose of easy communication, the walls without are full of the most awful scribblings. Something can be done though not much by the teachers themselves to improve this state of affairs. They may not be able to command the money necessary to pave the floor with tiles or to decorate the walls with pictures; but they can have the floor swept and cowdunged, they can have the walls white-washed and prevent their being disfigured. They can insist upon the children washing themselves and their clothes and keeping their persons and books neat and tidy. They can make children grow flowers in the premises of the school. In these and other ways teachers can cultivate the aesthetic sense in their pupils and inculcate love of beauty in them; and beauty whether in the world of matter or in the world of spirit is a perennial source of happiness

It is a pity that our schools like our homes are drab and grey where they are not positively ugly. It behoves us teachers to remove the reproach and help to rear a generation that will be able to appreciate and derive enjoyment from beauty in nature and art.

The Imperial Education Conference.

The Imperial Education Conference was opened on the 21st June 1927 at the offices of the Board of Education by the Prince of Wales. Lord Eustace Percy the President of the Board and representatives of the Education departments of the Colonies and of the various provinces and States of India attended the Conference. Travancore was represented by Mr. L. C. Hodgson the late Director of Public Instruction. As Lord Eustace Percy said in his introductory speech 'the programme covered a very wide range of subjects, but perhaps without trenching on any of the general aspects of the conference he might say that he thought very possibly the focus of all the subjects might be found in the problem of post-primary education.'

One of the subjects which were dealt with at the conference and which had a bearing on the problem of post-primary educatian was 'Education in relation to the pupil's after-career with special reference to problems of post-primary and vocational education'; Other subjects of a similar nature were 'How far should primary education be carried and when and how should bifurcation take place between vocational and academic instruction', 'Types of school necessary for children between the ages of 12 and 18'. 'The relation of vocational and cultural aims in elementary and secondary education with special reference to the problems arising in Indian States', and 'The training of girls as home-makers.'

A subject of immediate interest to us that was discussed at the conference was the use of the vernacular as the medium of instruction and the words of the chairman Mr. W. G. Ormsby Gore M. P. in summing up the discussion are worthy of note. He said that the teaching of English was not a means for superseding and suppressing native life, but the means whereby native life could be enriched and could express itself, that the colonial office were anxious to produce a better type of African and not an inferior imitation of a European and that those who were thus taught should remain in touch with their communities and become the

leaders of the people. Wise words these which educationists in India will do well to lay to heart.

Another subject of interest was dealt with by Mr. Tydeman (Punjab) in a paper describing the methods adopted in the Punjab to prevent the lapse into illiteracy. The expenditure incurred by a Government on Primary Education is a waste, if the instruction imparted in primary schools is not followed up and those who have been educated in such schools are allowed to lapse into illiteracy. Earnest efforts are made to prevent this by means of propaganda carried on by voluntary associations and by means of evening classes. In this respect as in other matters connected with mass education the Punjab takes the lead. It is perhaps the only province in India where problems of education are tackled with vision and earnestness.

Rural education and rural school problems received much attention at the conference. The following account of what is done in Victoria in the matter should be of interest to us who are essentially an agricultural people. "The rural school must deal with the problems of rural life and do all it can to develop the co-operative or team spirit. The chief problem is that of the production of good teachers who understand and love the life of the countryside. In Victoria great care is taken to train those teachers and to continue their training throughout their period of service. In the training colleges the practising schools include a large number organised as onet—eacher schools and each teacher is required to practise and qualify in them. Frequent holiday courses and conferences keep the teachers up to date. Every teacher is required to serve for a period in a small country school and good work in such a school is a necessary condition of promotion'.

The conference also dealt with the subject of the exchange of teachers and inspectors between England and the colonies and what is perhaps of more importance with the exchange of information on such matters as statistics, legislation, books and educational films.

We look forward with interest to the publication of the official report of the conference.

The Teacher's Models in English Composition Work.

(By S. Ignasimuthu.)

The ordinary practice in English written-composition work is to propose a subject and at the end of the assigned time to collect the pupils' attempts for the teacher's correction and valuation. The corrections themselves mostly relate to grammatical errors. Seldom or never are more suitable and effective expressions or improved constructions or better ideas indicated in the exercises, except by a very few who take the trouble of making marginal comments. For all practical purposes, however, this is all that can be expected of the teacher as the regular procedure. What I wish to suggest now is that the teacher's own occasional models will have no small value in the successful teaching of composition.

Composition is an art. The teaching of an art implies the use of models at some stage or other. In compositions of an imaginative order the presentation of the models should come only at the end, otherwise the pupil's work will be more or less a slavish rendering of another's thoughts and images. It is true that composition is an art; but we must not forget that it is not one like, say, carpentry in which the length, the breadth and the depth, and the shape of the thing to be made can be expressed by linear measurements or geometrical terminology. Composition is essentially a work of the spirit. To set undue limitations will kill initiative and the pure love for the work. It would be better if the teacher could himself set to work on the proposed subject simultaneously with his pupils and read out to them his performance. The more convenient plan will be to wait till all the exercises of the pupils have been looked over and then to present a sort of a mosaic composed of tit-bits from the various contributions, all licked into shape and welded together harmoniously as regards both the subject matter and the form.

Of course, the purpose of the English readers and other text-books is to furnish the models for composition work. How far they are and can be used for that purpose I shall not undertake to discuss at length. Everyone will understand that they are most

useful only when the subject of composition has been borrowed from them. I want only to impress the fact that over and above the beneficial possibilities of the printed and prescribed books the teacher's models, coming as they do from a living presence, have enormous potentialities for awakening the interest of the pupils and stimulating the desire for voluntary work.

I think an actual illustration will make my meaning more clear than any general remarks. Suppose the work of composition consists in writing out a story from the following hints. "A child on the road—a motor-car—the hospital—the doctor—lame for life—the driver in gaol." The subject, as you see for yourselves, can be employed in a wide range. It can be set for the pupils of Form II as well as the students in the college course. It goes, therefore, without saying that the teacher's models should be adapted to the standard of the class in question. The specimens I offer can certainly be bettered, but I only hope that they will not fail to convey the drift of my suggestions more definitely.

FORM II.

Once there lived a little girl of eight years, called Rosalie. Her house stood in a busy street. One evening her mother sent her out on an errand. The child was very glad to do her mother's bidding. When she was returning home, a motor car knocked her down. Her right foot was badly hurt. A policeman stopped the car at once. The child was taken to the hospital in it. The good doctor looked after her with great care. In a month she could leave the hospital. But she remained a little lame all her life long. The driver was placed under arrest. A clever judge sent him to gaol for six months.

FORM IV.

Rosalie was a little girl who, being an only child, was dearly loved by her parents. Their house stood in a very busy street, where there was a lot of traffic all through the day. One evening, the mother called Rosalie and bade her take some cakes to a friendless old woman who lived round the corner. The child was very glad to be sent on such a work of mercy. She, however, kept carefully to the side of the road. After performing her errand, she turned her steps homewards. At the bend of the road, a motor-car ran suddenly against her and knocked her down. A large crowd collected round the

unconscious child, who lay on the dusty road, The policeman at the corner held up the car. The injured girl was conveyed in it to the hospital, where a kind old doctor took good care of her. After a long time she recovered from her injuries, but the accident left her lame for life. The driver was put on his trial and sentenced to six months' imprisonment.

FORM VI.

On the twenty-first of May last, there occurred an event which for the sensation it caused will remain unparalleled for a long time. A little girl of eight, named Rosalie, had been told by her mother to go and deliver some cakes to a helpless old woman who lived round the corner. The way was short, but it lay through a busy street with a good deal of traffic. Being a sensible girl, she kept steadily to the safer side of the road. Her errand done, she set off homewards again. Suddenly, at the bend, a motor-car, plying for hire, ran against her and knocked her down. Instantly, a great crowd of shouting and gesticulating people gathered around the prone form of the unconscious child. The traffic constable held up the car and took down the name and address of the driver. The injured child was lifted gently into it and driven to the hospital. The driver was placed under arrest to await his trial and sentence. The hapless victim of the accident lingered between life and death for the first few days. Thanks to the kindly care of the good old doctor, it soon became evident that Rosalie would live, but no amount of medical skill could restore to her fractured limb its former graceful step. In the meanwhile, the driver was charged before a Magistrate and sentenced to six months' rigorous imprisonment. It is hoped that after the period of incarceration he would return to his duties a changed man, having due respect for the safety of the public on the thoroughfares. The unfortunate girl, on the other hand, must leave the hospital different from her old self, having been rendered hopelessly lame for life.

In the higher forms, besides the models of the kind illustrated, there is another means of quickening the liveliest interest in composition work, and this consists in showing the great possibilities a given subject can have for the journalist, the man of letters and

others who write for the general public. Nothing else can so well convince the pupils that the art of writing is an asset for life. The illustrations I give below of what I mean are but poor attempts, chiefly the rendering of the story in verse. By the bye, I am one of those who think that diffidence in relation to the pupils is hardly a virtue in the teacher. I suppose, however, that my illustrations will convey at least a faint idea of the great fact that the objective aim exerts a powerful influence on the subjective temperament and expression. The journalist writes with the object of engaging the public opinion on behalf of some reform or measure which he believes to be the *sine qua non* of general welfare or progress. The historian seeks to establish how freedom has been going on broadening from age to age. The aim of the man of letters and, more especially, of the poet is primarily to delight and secondarily to instruct.

Now for the illustrations.

The Journalist.

Another of those now too frequent accidents on the thoroughfares consequent upon the rapidly increasing motor traffic and the mania for speed, transpired to the horror and consternation of scores of passers-by not many days ago, when a little girl of eight was run over by a taxi. The ill starred victim of reckless driving lies at present in a ward of the General Hospital languishing under grievous injuries which, if due credence is to be placed upon expert medical verdict, will destine her to life-long lameness. It is little consolation to be told that the perpetrator of the shocking crime was on the spot put under arrest, tried and eventually convicted on the strength of the unanimous testimony of the eye-witnesses. The Magistrate, in sentencing the chaffeur to six months' rigorous imprisonment, remarked that he experienced not the slightest hesitation to award the maximum penalty the law allowed for a species of crime that increasingly jeopardised the life and limb of the public. In these circumstances, the apathetic inaction of the Government to tackle a dangerous situation by wise legislation is notoriously scandalous, especially after their attention has been drawn not on a few occasions only to the thorough inadequacy

of the antiquated Vehicles' Regulations of 1075, engendered at a time when the new menace to public safety hardly existed. It is, therefore, incumbent on the leaders of the people to propagate and maintain up to the last a tremendous agitation for the stringent revision of the older law or the enactment of an altogether new one to regulate the traffic and insure for the hundreds of thousands a greater immunity from the peril of stirring out of their doors.

The Historian.

The Vehicles' Act of 1100 is a document of no small historical interest. It marks a stage in the development of the country, when the old-time, stay-at-home, leisurely people, travelling in primitive bullock-vans and travelling neither far nor quickly, were being transformed into a seething, alert, hurrying mass of humanity, whirled to and fro along railways, over tram lines, by motor vehicles and even in aircraft. A study of contemporary records relating to the passing of the Act reveals a still more interesting feature, namely, the nascence of the popular element in legislation. The Act was unquestionably a triumph of popular agitation. There had been occasional public references to the increasing menace of the unregulated motor traffic and demands for the immediate revision of the older law on the subject, but nothing was done. Then occurred a most sensational event. A little girl was knocked down and run over by a car plying for hire in the heart of the capital city. While the hapless sufferer lay lingering between life and death and subsequently under the medical pronouncement of hopeless lameness for life, the country from end to end was in a state of wild fermentation. The public press set up a sustained agitation. Demonstrations, meetings of protest, memorials were the order of the day. The police were deputed to keep order among the people who flocked to the court house to witness the trial of the accused driver and to conduct him to gaol amidst their execrations. The Magistrate commented on the offence in terms that left no doubt that even the maximum punishment he had awarded under the existing law did not quite satisfy him. The result was that in less than two months the new Act replaced on the statute-book the Vehicles' Regulations of 1075.

The Literateur.

"Rosalie!"

The gentle voice of a matron floated from the depths of a distant back-room into the hall, where a sweet-faced little girl of eight summers sat on the clean floor, rocking a doll in a toy cradle and crooning softly to herself.

"Yes, mamma. I am coming," sang out the child in instant response; and, springing lightly to her feet, ran into the house, nimble and graceful as a fawn.

Rosalie was a universal pet. There was in her face that expression of openness, that look of tenderness, that joyousness born of innocence and charming childhood, that but to see her would let in the sun-shine into the dark seared hearts of the very wrecks of life.

"Will you take these cakes, darling, to the old woman round the corner?"

"Oh, mamma dear, I should so love it!"

Indeed, a mission ot mercy was to her a joy for ever. Donning a new frock and grasping the basket securely in one hand, she stepped out of the front door into the street. A radiant smile played about her lips, as she hastened towards her destination, partly from the consciousness of her loving errand and perhaps too out of the exhilarating influence of the cool evening breeze. The old woman, overwhelmed with gratitude, folded the little visitor in her arms and shed over her head tears of joy that sank into the little heart, there to nourish the roots of compassion that God had implanted.

The service of love rendered, Rosalie set off on her homeward journey. Just as she turned the corner,—a harrowing shriek! And then a babel of voices round a small prone figure, and hundreds of people hurrying to the spot from all sides. Alas! One more victim to the infatuation for speed! Poor, ill-starred maiden, is this crown of thorns thy meed for thy loving kindness?

The unconscious child was conveyed to the hospital in the very car that like a fiend had run her to earth and by the very driver who had insanely urged it to destructive fury. The heart-rending cries of the tristful mother who presently hurried through the crowded thoroughfares, the piteous ravings of the

old woman who tottered in the same direction to the bedside of their hapless darling, moved to tears even the hearts of stone and later on lent them the zest to heap curses on the abominated driver who was clapped into gaol to ruminate at leisure on the sacredness of life and the intoxicating madness for the glory of motion.

The good old doctor did all that lay in his power. It was his loving care that decided the victory for life when the child lingered at the portals of Death. But not all the wit of the human brain and all the skill of the human hand could bring back to the fractured limb its pristine soundness and grace. Shall the abiding sense of life-long lameness drive the sunshine from thy heart, dear little girl? Nay, pray God that He flood it with His effulgence that thou mayst be a joy unto thyself and the ones that love thee all the more in thy tribulation! Let us hope that the prayer was granted, for Rosalie's was the only pitying voice, when the news came of the conviction of the driver.

The Poet.

You never heard of Rosalie?
Ah, how I pity you!
'Tis ecstacy her smile to see,
And bliss to hear her too.

But where, Oh, where's the graceful gait,
Alone she lacks to-day?
And black shall be the woeful date,
The twenty-first of May!

"The friendless woman, old and bent,
That round the corner dwells,—
These little cakes for her are meant,"
The fondling mother tells.

"Mamma dear, I should love it so
The granny's joy to share."
So saying she prepares to go,
Her basket slung with care.

All light she steps, relief of pain
In haste to be about;
But never shall she step again
As nimbly in as out.

With streaming eyes the woman pressed
The lovely little child,
Full fondly to her aged breast,
In grateful rapture wild.

The drops from gratitude's o'erflow,
Into the maiden's core,
Sunk deep like oil to feed the glow
Of kindliness in store.

The errand ended, Rosalie
The homeward trip commenced :
She scarcely seemed on earth to be,
So richly recompensed.

Around the bend,—a sudden cry !
An instant's awful hush !
Then many voices blended high,
Of running feet a rush.

But who like to a blossom spent,
Is lying midst the crowd ?
For this was it your steps you bent,
Sweet Rosalie, so proud ?

Another dreadful sacrifice
Unto the Demon Speed !
Of sacred human life the price
One more neglect to heed !

The motor car, all fury gone,
Beside its victim stayed ;
And to the hospital, steer'd on,
The hapless girl conveyed.

A pair of women, old and young,
With wailings loud and long,
The route traversed, by sorrow stung,
Amidst a tearful throng.

O'er Death was won the victory:
Dear Rosalie will live.
But to the limb no remedy
Its supple grace can give.

With life-long lameness for a lot,
In pain to bed confined,
Her joyousness forsook her not,—
Mishap but raised her mind.

The guilty chaffeur, damned to gaol,
Life's worth to learn was set ;
Through general acclaim and hail,
His fate her sole regret.

The Winnetka Technique.

(T. S. VENKATARAMA AIYAR, B.A.,L.T.,)
Ambasamudram.

The necessity for making provision for individual differences among children, on which modern educational psychology lays great stress, has given rise to many well-organized plans of adjusting the methods of school teaching to the various phases of individual development. The outstanding among them are the Dalton Plan, the Batavia Scheme, the Two and Three Track Plans, the Mannheim System and the Winnetka Technique. It is with the last that it is proposed to deal in this article.

Though not so well-known as the Dalton Plan and the Project Method, it has aroused immense interest in countries where the principles of what is called New Education are making headway, It owes its initiation to that progressive educationist, Mr. Carleton Washburne of America, who as Superintendent of the schools at Winnetka near Chicago boldly conceived a plan which, while enabling the child to develop his own special interests and abilities trains him to utilize to the benefit of the community the best that is in him, and has introduced it with startling success in the public schools under his supervision. In this he has had the hearty co-operation of a sympathetic board of education that consists of enlightened members, all interested in making their schools modern and progressive.

The philosophy that underlies his system of education has been briefly stated by Superintendent Washburne himself in the following words: "We believe that childhood is an important part of life—not merely as preparation for the future, but in itself and for its own sake we believe that human progress depends on the fullest development of the special potentialities of each child, so that he, by his variation from the norm, may contribute to human evolution. We believe that the highest individual development involves a social consciousness—a deep-seated realization on the part of each person of the interpendence of man upon man and nation upon nation—of the fundamental unity of mankind. We believe, also that every child should be prepared for efficient living in the world

as it is to day—whatever its faults he must live in it in order to change it ".

In consonance with this philosophy, the plan has a two-fold aim : the modification of the curriculum in a manner that will bring it more in comformity with the individual child than is usually the case, and socialization of the pupil by making ample provision for group and creative activities. The technique has been so devised that it enables children to cover the essential subjects of the curriculum in a more efficient manner and in far lesser time than in ordinary schools, with a view to allot plenty of time for socializing and creative games and activities. The work done in the Winnetka schools is of a dual character—academic and non-academic. The academic portion of the curriculum covers the essential subjects which a child should learn as an adequate preparation for life--the common essentials which are supposed to include those knowledges and skills which will be used by practically every one'. Language, arithmetic, sciences, and certain other useful subjectsevery one should master for efficient living in this world.In Winnetka pains have been taken, party by their own researches and partly by researches conducted elsewhere, to ascertain specifically what facts and skills are needed in actual life, so that, by the lack of mastery of any one subject that may stand the child in good steadwhen he begins the world, he may not find himself handicapped as he stands face to face with the complexities of life. On the other hand, by withholding such subjects as have no practical bearing, considerable time and energy are saved which may profitably be devoted to the enrichment of his social life. Every care is taken to prevent any waste of effort or time in the various aspects of school activity and it is this that marks out, more than the other features, the Winnetka schools from the rest. As an instance in point, it may be mentioned that no subject, however useful, is presented to the pupil, until, individually, he is fully ripe for it. Under the non-academic part of the curriculum come the group and creative activities which are designed to foster and develop the social consciousness of the child, those items of school work in which pupils are legitimately expected to attain only varying degrees of proficiency—subjects that appeal essentially to the emotional side, such as art, music and literature.

The fundamentals of the technique are three in number. First, the curriculum should be broken up into specific units in each

subject, every unit being well-defined and clearly outlined. Unless the ground to be covered by children every year in the different branches of knowledge is exactly specified, with the milestones set up at regular intervals it is idle to expect any effective and real work. If the goal is not clear, one is apt to miss and lose his path. Specify therefore the precise degree of attainment you expect in a boy at the end of each grade, in order that he may steadily and with confidence work up to it; nay, mark the different steps he should take to reach his goal. "It is not enough, for example", says Superintendent Washburne, "that every child shall study long division. We need to specify that he shall learn to do division examples with two-place divisions and four-place dividends, so constructed that there is a naught in the middle of the quotient or a naught at the end of the quotient, a remainder, a trial divisor, and a mixture of these difficulties and that he shall do such examples with cent per cent accuracy at the rate of two in three minutes."

The preparation of complete 'diagnostic tests' to ascertain if the child has a good knowledge of each specific unit in the curriculum, in case he has covered it, constitutes the second fundamental point in the scheme. The tests are taken individually, and reveal also the pupil's difficulties and weak points. When he breaks down in a test, he is directed to go through the same ground again, especially that portion of it where he has given way, after which he is tested a second time in the same unit of the curriculum with a similar test, though set in a different form. No one, unless he satisfactorily undergoes the test on the unit which he has traversed, can proceed to the next objective. The tests are in every respect complete and assess the child's attainments with considerable accuracy and thoroughness. Before tackling the regular test, the pupil endeavours to ascertain, with some degree of precision, on the basis of a practice test if he has come up to the standard expected of him. If he is satisfied, he presents himself for the final test for which he is now fully prepared.

Another indispensable essential of the method is the use of self-instructive and self-corrective practice books. In a way they take the place of text-books and the teacher, They enable the pupil to learn at his own pace and also in a much shorter time as well as in a more efficient manner than in ordinary schools the essential subjects of the curriculum. Being the outcome of

psychological research and constant experimentation, the books serve as really, and highly valuable, auto-educative materials, upon the adequate use of which the success of the method wholly rests. In his perusal of these practice books the child requires little outside help from the teacher or classmates. He is taken from step to step, rationally and systematically, with ample drill and practice on each step, so that what is learnt is in no way befogged with doubts but embraces clear facts that have been well-nigh burnt into the mind. It is Mr. Wasthburne's belief that ordinary class teaching does not make for any efficiency of instruction; and questioning by which so much store is set by the traditional, old-world educationists entails in his opinion an enormous waste of time. He therefore deems it necessary that self-instructive books, written directly to appeal to the child, should be specially prepared to make individual mastery of facts really effective.

Fundamentally then, the Winnetka tenchique is a fine scheme of individual instruction, permitting the child to progress at his own rate and according to his inherent capacity and breaking up, ike the Dalton Plan, the lock step of the conventional school. Besides caterng to the needs of the individual child, it imparts the stimulus needed for the evolution of social consciousness, and the pupils of the Winnetka schools look upon themselves as members of a community bound together by mutual obligation and responsbility. Even in the lowest grade opportunities are seized, when ever they present themselves, to convince the child of his dependence on the community and the latter's dependence on him. Topics in social science are set in the higher grades for group work, because social science affords immense scope for co-operative and creative activity. But this portion of the curriculum cannot by its very nature be as clear cut and well-defined as the academic part. For the activities, as a rule, should sportaneously arise out of the geninue interests of the chlidren. Art, music, dramatization, school-clubs, and assemblies provide ample material for group and self-expressive work, and self-government which is a live force in the Winnetka school administration also subserves this end.

Half the day is set apart for these activities, the essential subjects being confined to the morning session alone. So a right balance is maintained between non-acadenic and academic subjects, subjects that make for individual progress and those that conduce

to community life. Another feature of the organisation in Winnetka is that for the first six grades the children stay with the same teacher, for then alone can the teacher have a close acquaintance with the nature and capacity of individual children.

The Winnetka technique has been demonstrated beyond doubt by the numerous comparative tests conducted under the auspices of the Commonwealth Fund of New York to be more valuable and efficient than other schemes of instruction experimented in the neighbourhood. It is a method which is extremely scientific and systematic. It is carefully adapted to the varying needs and growing interests of individual children. It is based on practical experiment and modern psychological research. Yet the details are undergoing constant revision and modification, as its originator himself says—a fact which is quite in keeping with the true investigator's bent of mind.

Hobbies and Handicrafts in Making a Career.

[By A. EASWARA IYER, B. A., L. T. Student, Trivandrum].

In judging of Education, as in other questions, we have to go by results and not by methods in estimating its success.

The school training of our citizens only goes so far as to teach them Reading, Writing, and Arithmetic up to the important age when they can begin to use their intelligence and really develop their minds, and at this point it drops them altogether and leaves them to make their own character for life.

From a national point of view we have too many drones in our social hive, both among our well-to-do classes and among the poor. We need the services of every man of our race if we are to keep our place in the heavy competition of trades and manufactures that is coming around us. Yet there is a fearful waste of human material. This is mainly due to ineffective training. The general mass of boys are not taught to like work. Even when they are taught handicrafts or business qualities they are not shown how to apply these to making a career, nor is the flame of ambition

kindled in them. Where they happen to be square pegs they are too often placed in round holes. Whether it is the fault of the school-master, or the parent, or the system of education one cannot say, but the fact remains that it is so. Consequently those boys who have not got these gifts are allowed to drift and to become wasters. They are a misery to themselves and a burden—even in some cases, a danger—to the country. And the large proportion of those who do make some sort of success would undoubtedly do better were they trained in a more practical way. We must, therefore, take some steps towards giving even the poorest boy a start and a chance in life—equipped, at any rate, with hope and a handicraft.

How? By hobbies and handicrafts. These have their value. Through these the boys learn to use their fingers and brain and to take a pleasure in work For the well-to do these may remain as hobbies for years; for the poor boy they may lead to craftsmanship which will give him a career. In either case, the boy is not likely to become a waster later on. Hobbies are an antidote to Satan's little games. Both hobbies and handicrafts develop the constructive instinct.

Active, intelligent, resourceful, self-helpful, the child takes to hand-work of various kinds as readily and almost as spontaneously as the birds in spring-time take to the work of nest-building. It must be admitted that systematic instruction in gardening, cookery, woodwork etc., is not given. But informal gardening, informal cookery, and informal woodwork are vital features of the school life. Whatever implement, instrument or other contrivance may be needed in order to illustrate or otherwise help forward the general work of the school must be made by the boys, so far as their technical ability and resources of the school permit. For example, they will make fences, seats, frames, and sheds for their gardens, and "properties" and dresses for their dramatic performances. They will also illustrate their games and lessons by means of simple modelling and paper cutting. These beginnings at least, must be known by the pupils before they leave school.

The more civilised a country becomes, the less educative does life—the rough-and-tumble life of a work-a-day world—tend to become. In a throughly civilised country, where the material

conditions of life are highly organised, and where industry is highly specialised, so much is done for the individual by those who organise his life and labour, that it ceases to be necessary for him, except within narrow limits, to shift for himself. In a less civilised country men have to use their wits as well as their hands at every turn; and resourcefulness and versatility are, therefore, in constant demand. The industrial life of a Russian peasant, who is of necessity a Jack-of-all-trades, is incomparably more educative than that of the Lancashire cotton operative, most of whose thinking and much of whose operating may be said to be done for him by the complicated machinery which he controls.

It follows that the more civilised a country becomes, the more important is the part that the elementary school should play in the life of the nation. It must not only teach the three R's but it devolves upon the school to do for the citizen in his childhood what life would not do for him in his manhood, or will do for him but in a scant measure,—to stimulate his vital powers into healthful activity, to foster the growth of his soul. The school should quicken rather than deaden the child's innate faculties, should bring sunshine rather than frost into his adolescent life. In such a country as ours the responsibilities of the teacher are only equalled by his opportunities; for the child is in his hands during the most impressionable periods in his life; and those years will have been wasted, and worse than wasted, unless they have fitted the child to face the world with resourcefulness, intelligence and vital energy to make use of the educative influence around him.

Hobbies and their value.

Every one must have a hobby of some sort. The example of great men tells us that each of them had some hobby or other. The habit of doing things for oneself grows upon one and spreads into all branches of one's daily occupation. And a very healthy habit it is; "If you want a thing done, do for yourself" becomes the order of the day.

Even little odd jobs about the house begin to have a fascination, and they teach you a tremendous lot. You get to hammer the nail instead of your thumb with a little practice.

Your own garden is a grand hobby ground for any man, and the best rest-cure that any hard-worker can have. It gives to very

many their first real taste of the open air and it has brought to them their first introduction to the growth of plants i. e. Nature lore.

It is the natural bent of every boy to make things with his hands. So many men lose the attraction as they grow older ; but where they keep it up, this natural form of self expression and the fulfilment of the natural desire to produce becomes a habit and one which fills many an empty life. A man with hobbies never has time to waste, time never hangs heavy on his hands, and he is not easily dragged away to other attractions that are boosted in the press. Hobbies are a safeguard to him.

Poetry making or writing books, painting, music, gardening, handicrafts, minor mechanical works, spinning, weaving, may be accepted as hobbies of self-expression, done in leisure hours. These are major hobbies. Collection of pictures, coins, stamps etc. are minor ones. Counting lamp-posts and telegraph posts, walking along the streets aimlessly, and collecting information or news about persons with a view to criticise or exaggerate, are destructive hobbiesof some.

Caesar's Commentaries, Gitarahasyam of B. G. Tilak, Ceasar's Life by Napoleon III, Bunyan's Pilgrim's Progress, Defoe's Robinson Crusoe, were the results of occupation during leisure hours and considered as hobbies only. We are indebted and grateful to Vikramaditya, Bhoja, and Harsha for having left an indelible and permanent mark in the literary history of India on account of their creations of famous works in their leisure hours. Is not Bhoja's 'Champu' the result of his hobby ? Is it not on account of the dramas such as Ratnavali, Priyadarsika, and Nagananda of Harsha that he is better known to us than as a ruler ? The late Mr. C. R. Das devoted much of his time to political study, and thus he has earned an undying fame as a first rate politician. Queen Victoria amidst her multifarious duties devoted part of her time to learn and cultivate drawing and painting. Edward VII himself repaired his boots and shoes.

The downfall of Rome began with the introduction of cheap slave labour to do even small things which the Romans themselves did in their days of greatness. How many people have become dependent on others on account of false notions about dignity of labour !

All of us have a little leisure every day. This must be utilised for some useful creative purpose, at first useful for ourselves, and at last useful for the society at large. Where the mind is applied to the hand, imagination and resource step in and from hobby work a man often goes to be an inventor.

When we look around our own room or our workshop we find a hundred articles within sight which have been the outcome of invention by one man or another. So it comes in our power, if we are a hobbyman, to evolve some invention which may not help us financially, but which may be a blessing to our fellowmen. But hobbies at any rate, frequently, if not generally, can bring in money where a man is in need of it, and although I do not advocate pursuing money for money's sake I quite recognise the need of a certain amount of it to enable us to carry on and not to be a drag on other people.

A man who finds out his particular line in hobby can often make it pay well, and thus, instead of trying the impossibility of making money out of betting or taking lottery tickets, he can take the more certain line of doing it in the equally attractive pursuit of hobbies. And the money gained by our own effort is very much sweeter than that filched from somebody else.

Apart from hobbies that bring in cash there are loads of them to choose from according to what happens to be our taste.

What then is the place of handicraits in boy training? Are all our boys taking to manual crafts? How are these inexpert carpenters and amateur craftsmen going to help in the building of a greater India? Hobbies and handicrafts have a very definite place in the training of the youth for citizenship.

The whole problem of the 'unruly boy', the 'mischievous boy' the 'rebel gang' is solved if we could give him plenty to do. The proper use of leisure time ought to be a concern in boy training. Usually a boy spends in a week of five days about 60 hours in sleep, about 45 hours in school and perhaps about 15 hours in food and other necessities of the body. There is, therefore, really a great deal of time hanging loose in the boy's hands. How is this to be usefully spent? Vices are acquired and the boy is side-tracked into bad ways and his physical, mental and moral health ruined

generally, because there is leisure and nothing useful to do. Handicrafts and hobbies are the remedy. They give a great deal for the boy to do. And there is plenty of room for initiative and inventiveness, for developing observation and deduction, and also a good deal of training in patience and perseverance. And the boy enjoys it all. The boy follows his natural instincts and there is a great deal of opportunity for self-expression.

There are other reasons as well, mainly of a physiological and psychological nature. We are dealing with the boy in the period of adolescence. His body is growing and he is full of superabundant energy. He desires for something to do. He longs for physical activity. Handicrafts supply the need. Again, it is at this period of life that the creative instinct begins to manifest itself, It is a God—given faculty and should not be repressed. Repression drives it underground and lets it appear in ugly and undesirable forms of vice. Let the creative faculty be applied, be allowed to be used. Things to make and to mend, to invent and collect are what help. Hence hobbies and handicrafts. In boy training, we have to look for an all-round development. It is the whole boy that is our concern and not any part of him. We cannot deal with him in compartments. Good citizenship demands the capacity for the hand to follow the brain. We want the 'thinking hand' and not merely the thinking brain. Some go to the extent of asserting that deftness of hands reacts on the brain and makes it alert. A boy who makes use of his hands and brains will not be merely the dreamer of dreams.

The value of handicrafts as a training for citizenship does not end here. Class war, war between the producers of the community and the non-producers is becoming rampant everywhere. This is the struggle between capital and labour. The capitalist and the non-producer classes look down on the working man as if honest toil were a thing to be despised. It is an attitude of mind that threatens to prove very dangerous to social and civic well-being. We want a realisation on the part of the citizens of all classes of the dignity of labour. A boy who is accustomed to use his hands and takes a delight in it soon learns to be admired. Rather, on the other hand, false notions of pride, the feeling that manual labour is undignified does not suggest itself to him. Here are the foundations of the mutual understanding between classes that the

older generation is unsuccessfully trying to establish by legislation.

Training for citizenship, again, means training for a career. In handicraft work, we can find out what line of work the boy likes if left to himself. The talent expresses itself in the atmosphere of freedom; all work is play, and all play is work and the boy is helped to find himself.

A Hint about Educational Reconstruction.

[K. RAMA AIYAR, Pupil Teacher, Trivandrum].

If imitation is the sincerest form of flattery, Travancore can be said to have given fulsome praise to British India in the field of education. But the only virtue of imitation is the flattery it contains which must be considered a virtue as it holds such great influence in the fortunes of men. But our education is too important to be made a pawn in the game of flattery. Therefore the educational system of Travancore has to be revised in accordance with its needs.

The imitation of the educational system of British India by Travancore becomes nearly ridiculous, when it is remembered that British India borrowed the educational system of Great Britain which she has considerably modified, a fact which British India appears not to have known. Imitation is impossible in education. Imitation of an imitation is a piece of comic opera. Education is mental and moral sanitation. How can our boys be mentally healthy with so much of foreign matter locked up in them? Small wonder that our schools, instead of being the temples of learning they are expected to be, have become wayside shops retailing cram. Moreover, the examinations have touched them with their pallid fingers. Real effort is deadened. A miasma creeps into the mind. The play instinct slumbers. The body languishes. A type of citizen mentally inefficient, physically weak, rises. This is a grave thing and demands the attention of all who have the interest of the country at heart.

The great defect of the present system of education, that which makes it utterly unsuitable for this country, is that it is too

general, and too narrowly professional. It is vague, it woefully lacks accuracy, many things are taught to little purpose, many ideas vaguely flit through the mind, it is theatrical, unpractical, foggy, half done and ill-digested. It is too narrowly professional in the sense that it prepares the youth only for a few particular jobs among which government employment is the chief. The professional scope of education is, as it were, severely cribbed and and co nfined, and the general scope is left as vague as vague can be.

In education, as in life, for which education is or ought to be a preparation, the means of earning a livelihood carry greatest weight. If they are not there life cannot become full even if a strict ascetic model is adumbrated for it. Therefore our education must be revised so as to make it more helpful in the matter of material existence.

We must teach the children the methods of winning their bread. These methods can and must go along with general education. The purely cultural person who has little need to think of the great art of keeping the pot boiling may shake his head at this suggestion. But this need not deter us from doing what is needful and possible.

The school leaver now wanders hungrily in search of employment. The graduate is hardly in better case. They fritter away precious time in seeking employment and finding none. There is no lack of work in the land There is indeed more work in the land than there are men to do it. The school leavers and graduates are not apt to do it. And what they are apt to do does not exist in quantity proportionate to their demand.

My suggestion to overcome this grave defect is to divide the school time into two halves, the first devoted to general education, and the second devoted to the teaching of those handicrafts the pursuit of which will benefit the country no less than the craftsmen. Carpentry, smithery, masonry,tailoring, weaving, coir-making, metal-work, pottery etc., may be introduced The boys will not lose caste if they learn these useful things. India has no use for a high-collar class. The two branches must be made compulsory. Every student must take two handicrafts. The scheme does not involve great expenditure. The benefits likely to accrue must surpass all scruples regarding the pollution of a general education

with things merely material. Labour is beneath none. The food-value of education is a great factor making for general welfare. The scheme must make the rising generation strong, manly and self-reliant. And it must wipe out the divorce that now obtains between education and life, a divorce that is increasingly becoming a source of distress to the country.

The Teacher's Voice.

[By E. R. SANKARA AIYAR, English High School, Kottar.]

The teacher is a worker who needs many tools, but it is doubtful whether any is of such supreme importance as a pleasant voice under perfect control. In the bad old days—not yet extinct – when several classes, or all, had to be taught in one room, the oral lesson with simultaneous repetitions was enough to make one shudder. It was too often simply a voice-tearing competition, in which the leather lungs and strident throat drove the owner of the quiet voice to the brink of desperation. Oh! that horrible, slowly swelling crescendo of conflicting voices to their climax; that sudden stepping into the class-room of the Headmaster; that momentary silence, deep as death, with its brief interlude of quiet work; that gradual return of the ear-torturing crescendo. How one remembers it like some haunting nightmare!

Now, when the majority of teachers work in separate class-rooms, the vocal organs are no longer strained to snapping point. The voice can be used as an instrument of exquisite flexibility and power. It can be gentle as a caress, restraining as a leash, stimulating as a gentle breeze, urgent as a whip. There is a child—a four year-old—known to the writer, whose voice is almost irresistible in its charm of inflection. That artless elocutionist could teach *most* teachers *much*. To hear her chide her doll is a lesson in restrained reproach; to hear her coax it off to sleep is a lesson in diplomacy Yet many a teacher who now grinds away with a hard, mechanic monotone, once had a voice as delicately suggestive as the child's.

Looking back, the writer recalls, with a sense of distress, the querulous voice of a certain man who has since left the teachers'

ranks. When days were dull and pupils duller, and everything went awry, what a time he gave himself, and his class, and everybody else within range! When he grew tired of threatening, then he would try whining; when he should have been talking to the children he was lecturing at them; when he grew tired and ceased there was a blessed calm. Another teacher used his voice like a hammer, the anvil being the ears of those who were unlucky enough to work near him. Every other word received a shock of emphasis until emphasis itself died of overwork. His voice—meant to be a medium of expression—has degenerated to a sort of motor-horn, all noise and no music. There was so much sound that the sense was lost; and as he had the fatal gift of fluency, the consequences were as distressing to his fellow teachers as the results of his teaching were disappointing to himself.

If there is one voice even more to be dreaded than that of the leather-tongued son of thunder, it is the voice which is soaked in resentfulness. It provokes opposition by its very tone; it rouses antipathy and revolt by its very aggressiveness. What tumultuous scenes it brings in its wake! Rather than that a teacher should be the owner of a chronically resentful voice it were better for him that he had been plucked in his first examination, for he will know little success and less happiness.

The ideal voice, restful, deliberate, clear as a bell, flexible as a fiddle string, may not be within the reach of many who read this article. Yet it is nearer than some would imagine, and it is worth striving after, for its value is above that of rubies. Like the quality of mercy, "it is twice blessed—it blesseth him that gives and him that takes", it blesseth both the teacher and the pupil.

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The Round Table.

The University Entrance Test.

The most disquieting feature of secondary education in our Presidency is the attempt to place it under the control of the University, for that will be natural result of the proposed University Entrance Test. No body can question the right of the University to regulate and control entrance to its courses of study, but the University has no right to dominate secondary education as a whole and to shape it to its requirements. The S. S. L. C. scheme was intended to free secondary education from the thraldom of the University and to invest the schoolmaster with a measure of freedom, but ever since that freedom came to be abused, the University by means of rules to determine 'eligibility' has been imposing its ideals on secondary education, and now it is proposed to deprine it of what little clasticity is left in it and restore it to its pristine regidity. The attempt should in my opinion be resisted by every one who believes that secondary education has other functions besides that of preparing boys and girls for University courses. In order that any one of these functions may not be sacrificed to the rest, the examination at the end of the secondary education course should be conducted by a joint board in which the University, the secondary schools and the Education department are fairly equally represented. The example of other countries should be helpful to us in this connection. The following is taken from a report of the proceedings of the Imperial Education Conference of 1923.

'Mr. Tate (Victoria) said that education authorities should keep steadily in view the fact that only a comparatively small percentage of secondary school pupils proceeded to the University. While for many reasons it was very desirable that Universities should have important functions in relation to the courses of study in these schools and to the examination of their pupils, it was both necessary and desirable that the school authorities, and especially the teaching body, should be associated with the University in these matters. The University was naturally the best judge of its own requirements from its future students. But it was not certain that the University was the best judge of secondary education as a whole, or that examiners not influenced by schools in any way would provide suitable stimulus, guidance and criticism to them.

'In Victoria, possession of the School Leaving Certificate qualifies the holder for Matriculation and the system of Public examinations is controlled by the Schools Board of the University of Melbourne which consists of :—

(a) the Vice-chancellor
(b) the President of the Professional Board
(c) 8 members representative of the University, who are appointed annually by the University Council after consultation with the Professional Board.
(d) 8 members representative of the Department of Education who are appointed annually by the Minister of Public Instruction.
(e) 8 members representative of the Registered secondary schools who are appointed annually by the Incorporated Association of Secondary Teachers, Victoria.
(f) 2 members representative of the business interests of the community, who are elected annually by the Council,

'Standing committees of the board are appointed to deal with the different subjects of the examinations. These committees prepare syllabuses of study, make recommendations of details for examinations, report upon the Standards and conduct of the examinations and in general advise the board in regard to their special subjects'

'Mr. Tate added that the alliance between the University, the State Department of Education and the outside schools had resulted in great good to public education.

A joint Board constituted more or less on the lines of the one described above can alone save secondary education from the over-emphasis of the academic aim and an undue raising of the standard of instruction on the one hand and on the other from a too narrow and utilitarian aim, and undue lowering of the standard.

[R. S.]

Since the day I saw the educational world, foregathered under the spacious wing of the University of Madras, making a conciliatory gesture in the direction of the old flame, the Matriculation, I have been crooning to myself the modernised version of Tennyson's famous line, "The old order changeth, yielding place to *older*". I had thought that the principle of decentralisation, which seemed

the essential feature of the School Final Scheme, would get steadily broader in its application until every district should have its own educational agency, its own examination board, its own syllabus of studies, its own classification of schools, its own school hours, and soon, all kept from turning into a mere educational bear—garden by means of an entrance examination to and conducted by the University, for which candidates should appear at the end of one year's private study after obtaining the School Final Certificate awarded with or without a public examination and which should test their ability to take up only the actual subjects prescribed for the college course. "History repeats itself," has always been to my mind but a variation of "folly repeats itself," for wisdom is ever new and ever old. If the School Final has been a failure, one need not necessarily hark back to the Marticulation. Is a third course possible? I, therefore, approve of the introduction of the University Entrance test on the lines indicated by the above remarks.

[S. I. M.]

Tit-Bits.

"When a church seeks a pastor
They often want
The strength of an eagle
The grace of a swan,
The gentleness of a dove,
The friendliness of a sparrow,
And the night hours of an owl,
And when they catch that bird,
They expect him to live on the food of a canary."

Does not society expect the same thing of the schoolmaster?

* * *

The following extract from the novel, 'The Morals of Marcus Ordeyne," by W. J. Locke is offered in a spirit of complete neutrality, *merely as an interesting Tit-Bits.*

"I vow I have been more greatly, more nobly employed of late years than I was when I earned my living at school-aslvery teaching to children the most useless, the most disastrous, the most soul-cramping branch of knowledge wherewith pedagogues in their insensate folly have crippled the minds and blasted the lives of thousands of their fellow-creatures—elementary mathematics. There is no more reason for any human being on God's earth to be acquainted with the Binomial Theorem or the solution of Triangles—unless he is a professional scientist, when he can begin to specialise in mathematics at the same age as the lawyer begins to specialise in law or the surgeon in anatomy—than for him to be an expert in Choctaw, the Cabala or the Book of Mormon. I look back with feelings of shame and degradation to the days when, for the sake of a crust of bread, I prostituted my intelligence to wasting the precious hours of impressionable childhood, which could have been filled with so many beautiful and meaningful things, over this utterly futile and inhuman subject. It trains the mind—it teaches boys to think, they say. It doesn't. In reality it is a cut and dried subject easy to fit into a school curriculum. Its sacrosanctity saves educationalists an enormous amount of trouble, and its chief use is to enable mindless young men from the universities to make a dishonest living by teaching it to others, who in their turn may teach it to a future generation."

* * *

Bertrand Russell, in his book *Mysticism and Logic*, writes: Mathematics, rightly viewed, possesses not only truth but supreme beauty—a beauty cold and austere, like that of sculpture, without appeal to any part of our weaker nature, without the gorgeous trappings of painting or music, yet sublimely pure, and capable of a stern perfection such as only the greatest art can show. The true spirit of delight, exatation, the sense of being more than man, which is the touchstone of highest excellence, is to be found in mathematics as surely as in poetry.....Real life is, to most men, a long second best, a perpetual compromise between the ideal and the possible; but the world of pure reason knows no compromise, no practical limitations, no barrier to the creative activity embodying in splendid edifices the passionate aspiration after the perfect from which all great work springs. Remote from human passions, remote even from the pitiful facts of nature, the generations have gradually created an ordered cosmos, where pure thought can dwell as in its natural home, and where one, at least, of our nobler impulses can escape from the dreary exile of the actual world."

* * *

"That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine. with all its parts of equal strengh. and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of art, to hate all vileness, and to respect others as himself.

"Such an one and no other, I conceive, has had a liberal education."—Huxley, *Science and education.*

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The Association Corner.

The best news we have to offer the members this quarter is that all the debts of the Association have been wiped off. The result, however, is there stands little cash balance to its credit. The Secretaries are confident that the members, through whose willing co-operation alone the achievement was possible, will help to keep it from sinking back into the miserable slough again. They assure us that if all the members whose names are on the rolls pay up their arrears a repetition of financial insecurity can be easily avoided.

*** *** ***

How glib people can be to complain and criticise, has been borne in upon us by the failure of our repeated solicitations for contributions to the Journal. It is easy to write to us, as one has done, that the Journal is "filled with interpretations and interpellations, reviews and notices of books and pamphlets already published". We have acted on the reprimand and introduced the Titbits and the Round Table departments with a view not only to procure a variety but also to stimulate the most diffident person to venture into print. There has been shown so little response that we shall have to discontinue the new features. The next subject for the Round Table is—"The Most Crying Need of the Teaching Profession"

*** *** ***

Miss Eunice Gomez, M. A. (Hons), a member and former Secretary of the Association, will be leaving us shortly for higher studies in England. It is a fact worthy of being recorded in golden characters that she has paid her subscriptions for 1928 and 1929 in advance and written to us saying, "I shall certainly be glad to have the magazine if you can send it up to me." Nothing will make us forget such a request from such a good soul evincing the liveliet interest in the Association. At the same time we solicit her correspondence on matters educational from the stand-point of her new environment and shall be most happy to publish her letters in the Journal. We heartily wish her a *bon voyage*, a pleasant sojourn, and a happy return with her objective accomplished to her heart's content!

*** *** ***

We have every reason to be proud of the valiant defence put up by the Director of Public Instruction on behalf of the Education Department, in the recent session of the Legislature Council. He pointed out by means of a telling comparison that the present expense on education in Travancore was not extravagant, but was in fact only one-fortieth of what was being spent by the London County Council for the same purpose. He frankly confessed to the defects in the present system of education and remarked that the insufficiency of the allotment was the only hindrance to the floating of big schemes. As he has stated, it is not the fault of the Government if the managers of private schools make a profit and do not pay the teachers well. We, however, think that the Government can do much to relieve the sufferers by aiding and enforcing the institution of the Teachers' Provident Fund, by fixing the minimum pay, and in many other ways.

*** *** ***

Meetings under the auspices of the Travancore Teachers' Association :—(1) On the 3rd August Mr. K. R. Harihara Iyer, B A. L. T., delivered a lecture on " Expressive Reading, " with demonstrations, in the English High School for Girls, with Miss M I. Rosemeyer B A L.T. in the chair. The attendance was fairly good.(2) On the 25th August Mr. N S. Narasimha Iyengar, M.A. opened a discussion on "The Future of English Education". Professor R. Srinivasan M A. was in the chair. In compliance with the unanimous wish of the meeting, an adjournment was declared. On the 1st Sept. the adjourned meeting was presided over by Mr. P A. Sankaranarayana Iyer, M. A., L. T., in the unavoidnble absence of Prof. Srinivasan. The discussion was vigorously conducted throughout.

*** *** ***

Our attention has been drawn to an oversight due to which we omitted to couple the name of Mr. P. G. Sadasiva Iyer, M A.,L.T. Lecturer, Training College, Trivandrum, with that of Mr.N. Kuppuswamy Iyenger, in connection with the researches conducted to test the value of written examinations. We are eagerly awaiting their report.

*** *** ***

Henceforth receipts will be issued for all remittances, except those made by M. O. in which case the postal or anchal acknowledgments will serve the purpose as well. Nevertheless, members

are requested in all cases to look up the quarterly financial sheets published in the Journal to make quite sure that all is square.

*** *** ***

We have much pleasure in commending to the notice of Headmasters and teachers the simple but ingenious helps to the teaching of Geography and Geometry made by Mr. K Sambasiva Iyer, B. A. L. T of the Model School. His folding globe has long been before the educational world, but the other appliances such as his sun-dial and his simple contrivance for measuring angles of elevation and depression are not as well known as they deserve to be. Mr. SambasivaIyer, has laboured in a field of activity in which workers are not many in our country and his appliances are simple, elegant and cheap. He is a member of our Association and we have great pleasure in commending his laboures to the other members of the Association and to Heedmasters and teachers of Geometry and Geography.

An Appeal.

Members will be glad to learn from the financial sheet that out of this year's collection, all the old debts of the Association have been paid. Out of the balance in hand the bill for this issue of the journal which may come to about Rs. 60 has to be paid. In these circumstances I fear there will not be enough money to meet the cost of one more issue of the journal to be published in December in addition to other items of expenditure, unless members pay up their arrears for 1926 and their subscription for 1927 without delay. Members are therefore requested to remit their arrears and their subscription for 1927 at a very early date.

N. SESHAN,
Treasurer.

Trivandrum
6-9-'27

[*Note.*—Vol. VI. No. 2. Page 44. Read Rs. 2 for Rs. 2-8 against Sy. C. Rugmoni Amma].

The Financial Sheet.

Income from 11th June to 31st August 1927.

N. B.—Unless otherwise stated the amount of subscription is Re. 1-8 as.

SUBSCRIPTIONS FOR 1926.

1. Mrs. E. Devasikhamony Rs. *2*. *Messrs. 2*. E. Vedastri. 3. P. V. Varghese Rs. 1-14 ch. 4. S. Sundaram Pillai 8 as. 5. T. B. Krishna Iyer 8 as. 6. T. K. Padmanabha Iyengar. 7. V. Numby Iyer 8 as. 8. E. I. Chakko. (9) T. C. John. 10. A. S. Viswanatha Iyer. 11. K. S. Chellam Iyer. 12. Mrs. Grace Thaddeus. *Messrs.* 13. N. S. Ramakrishna Iyer. 14. K. M. Thomas (S. Rs.) 15. V. S. Srinivasa Iyer. 16. T. N. Velu Pillai Re. 1.

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Messrs. 1. V. K. Aiyappan Pillai Rs. *2*. *2*. K. K. Kuruvillah Rs. *2*-1 ch. 3. E. Vedastri. 4. S. Narayana Iyer. 5. R. Subramonia Sastri Re. 1. 6. N. Sankaranarayana Iyer. 7. V. Devasikamony. 8. P. V. Akileswara Sastry. 9. P. S. Ananthanarayana Iyer. 10. M. Nilakanta Iyer. 11. C. M. Chakko, Rs. *2*. 12. P. I. Abraham. 13. P. Thanu Pillai Re. 1. 14. R. Srinivasachari. 15. R. Gopalakrishna Iyer 8 as. 16. C. S. Lakshmana Aiyar Re. 1. 17. Dr. K. L. Moudgill Rs. *2*. 18. Mr. A. Narayanan Potti. 19. Dr. K. Raman Thampi Rs. 5. *Messrs*, *20*. N. S. Narasimha Iyengar Rs. *2*. 21. N. Kuppuswami Iyengar Rs. *2*. *22*. C. S. Balakrishna Warrier Rs. *2*. *23*. P. M. Ananthanarayana Iyer. *24*. N. S. Kunjukrishna Pillai 8 as. *25*. P. L. Narayana Iyer. 12 as. *26*. E. I. Chakko. *27*. K. M. Mammen, Re. 1. *28*. V. S. Krishna Iyer (Sc.). *29*. T. K. Joseph. 30. D. Jivanayagom Rs. *2*. 31. S. Sankarasubba Iyer. *32*. P. A. Sankaranarayana Aiyar Rs. *2*. 33. A. S. Viswanatha Aiyar. 34. R. Chidambara Aiyar (Shen). 35. R Srinivasa Gopala Iyengar. 36. N. Seshan. 37. E. R. Krishna Iyer Rs. 1-14 chs 38. K. Rajahamsa Aiyar. 39. S. Sundaram Iyer 8 as. 40. K. S. Chellam Iyer. 41. N. Thrivikrama Rao Re. 1. 42. M. Narayana Pillai Re. 1. 43. Miss Josephine Gomez. 44. Mr. G. W. Trowell (S. Rs 3). 45. Miss Dora Annammal. 46. Miss

Grace Samuel. 47. Miss Mary Isaac. 48. Miss S. Isaac. 49. Sy. N. Kamalamma. 50. Mrs. K. Rasalam. *Messrs* 51. T.K. Padmanabha Iyengar. 52. A. N. Srinivasa Raghava Iyengar. 53. RajaRaja Varma Thampan. 54. K. M. Thomas. (S. Rs.) 55 K Sundaram Iyer. 56. S. Ramakrishna Bhatta. 57. P. Sankara Kurukkal Re. 1. 58. E. C. Mathew. 59. K. R. Harihara Aiyar. 60. K. V. Ramakrishna Aiyar, 61. S. Subramonia Sastri Rs. 2. 62. Mrs. E. Devasigamony Rs. 2. 63. Mr. K. Padmanabha Pillai. 64. Mrs. P. Quinless. 65. Miss L. M. Noe. 66. Miss. P. Moses. *Messrs* 67. K. T. Reghunathachari. Re. 1. 68. J. Joseph. 69. A. Venkitachalam Iyer 8 as. 70. K. Krishnan Unni 8 as. 71. S. Sivaramakrishna Iyer 8 as. 72, M. Narayana Pillai 8 as. 73. P Narayana Aiyar Rs 2. 74. P. S. Subramonia Aiyar. 75. P V. Gopala Pillai. 76 K. N. Narayanan Unni. 77. C. R. Subramonia Iyer Re. 1. 78. M. K. Krishna Pillai Re 1. Fine from peon chs. 21.

SUBSCRIPTION FOR 1928 & 1929.

Miss Eunice Gomez Rs. 4.

Total B. Rs. 140 25 Chs. 10 Cash.

Grand total including opening balance B. Rs. 355 15 Chs. 2 C.

EXPENDITURE FROM 16th FEBRUARY TO 31st AUGUST 1927.

	B. Rs.	Ch.	C.
Meeting charges	2	23	12
Stationery etc,	9	15	10
Postage & Anchal Charges	13	23	0
Peon's pay	33	7	4
Journal (Vol. VI No. 1 & 2)	129	0	0
Old debts (see reports for 1926 & 25) in complete settlement	70	0	0
Fifth conference press charges not included in last year's balance sheet	14	7	2
Total	272	19	12

Balance in hand B. Rs. 82 23 Ch. 14 C.

Members are requested to remit their subscriptions without delay.

(Sd.) N. Seshan,
Treasurer.

Printed at the V. V. Press (Branch), Trivandrum.